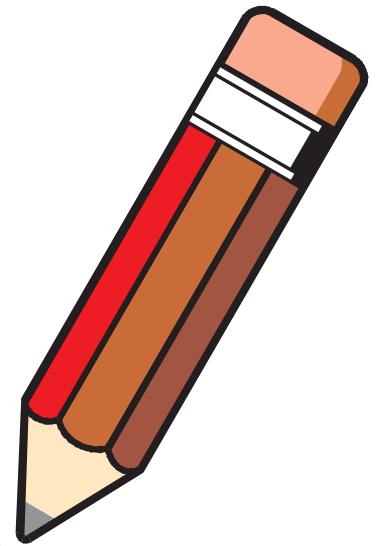
A large, bold, red letter 'A' with a slightly irregular, hand-drawn appearance.A large, bold, red plus sign (+) with a slightly irregular, hand-drawn appearance.

# Handbook 2014-2015



**Academic Competition for Elementary,  
Middle School and Junior High**

[www.uiltexas.org/aplus](http://www.uiltexas.org/aplus)



# Important Dates

## **Beginning**

**late May**..... **Register online** to participate the following year

**Early Sept.**..... **Hold** district organizational meeting for Fall/Winter (Dec. 1 - Jan. 31) district meets

**Sept. 25**..... **Deadline** to submit District Meet Information and Materials Order Form for Fall/Winter (Dec. 1 - Jan. 31) district meets (submit online)

**Nov. 1** ..... **First day** to hold A+ invitational meets (Nov.1 - April 1)

**Before Nov. 15** ..... **Hold** district organizational meeting for Spring district meets

**Nov. 15**..... **Deadline for Participation Registration.**

**Deadline** for returning District Meet Information and Materials Order Form for Spring (Feb. 1 - May 23) district meets (submit online)

**Dec. 1** ..... **First day** A+ Fall/Winter (Dec. 1 - Jan. 31) district materials may be used

**Jan. 31** ..... **First day** to return A+ Fall/Winter district contest materials to participating schools

**Feb. 1** ..... **First day** A+ Spring (Feb. 1 - May 23) district materials may be used

**April 1** ..... **First day** to return A+ invitational contest materials

**May 23** ..... **First day** to return A+ Spring district contest materials to participating schools

**May 31** ..... **Deadline** to return Academic District Participation Summary

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Please return if found.

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# General Information

The responsibility for obtaining membership, organizing a district and making preparations for competition in district activities rests with the member schools.

**Contact Info:**  
A+ Academics Director  
**Address:**  
University  
Interscholastic League  
Box 8028  
Austin, TX 78713-8028  
**Phone:**  
(512) 471-5883  
**FAX:**  
(512) 232-7311  
**Email:**  
aplus@uiltexas.org

## Joining the University Interscholastic League

Public elementary, middle and junior high schools obtain membership at no cost through their parent high schools. Schools must indicate their intent to participate in UIL academic activities by registering with UIL by Nov. 15. For elementary and junior high schools in districts having no member high schools, contact the UIL office for membership information.


## Free Materials

Upon registration, each campus will receive one digital copy of the *A+ Handbook*, which includes information about each contest, sample test items, scoring sheets, directions for conducting contests and tournaments, sample entry forms, conflict pattern and results forms; and

**\* USE SEPARATE FORM (OR ONLINE ENTRY) FOR EACH CAMPUS**

## Register to Participate!

You must register every year your school participates in UIL academic contests. You may register via the UIL web site at: <http://www.uiltexas.org/aplus> or you may photocopy the form on this page and return it to us. **Online registration is preferred.**

 <b>A+ Program Participation Registration</b> 2014-2015	
Campus UIL coordinator	Campus coordinator's e-mail address (REQUIRED)
School name	School district name
School mailing address	School district UIL coordinator (if applicable)
City, ZIP	Principal's name
Phone number (with area code)	Approximate campus enrollment
Fax number	Grade levels included on the campus 1 2 3 4 5 6 7 8 9
County	TEA Number
<b>PLEASE REGISTER ONLINE OR RETURN THIS FORM BY NOVEMBER 15.</b>	

## First, Participation Registration

Registration starts the process for elementary and junior high schools that want to participate in UIL activities. Schools that register receive a digital copy of the current *A+ Handbook*. **Due by Nov. 15. Register online at: <http://www.uiltexas.org/aplus>.**

## Next, the District Information Forms

After schools have formed their districts and selected a district chairperson, that person fills out the District Information and Materials Order form on the UIL web site. Due by Sept. 25 for Fall/Winter district meets held between Dec. 1 and Jan. 31. Due by Nov. 15 for Spring district meets held between Feb. 1 and the last Saturday before Memorial Day.

# Forming a District

High school districts consist of schools within a single UIL conference. This isn't necessarily the case with A+ districts. For example, an A+ district may consist of schools whose parent high schools may be 1A, 2A and 3A. Districts are often organized based on proximity rather than size of parent school. Regardless of how it is organized, the schools within the UIL district operate the official UIL A+ district meet. Schools may participate in only one official UIL district meet.

## FOLLOW HIGH SCHOOL SPRING MEET DISTRICT ASSIGNMENT

In many cases, especially in smaller conferences (1A, 2A and 3A), elementary, middle and junior high schools will simply follow the high school Spring Meet assignments. Typically, the high school basketball chairman from the previous year will call a meeting of the high schools in the district. The representatives attending this meeting may select a person to take the responsibility of organizing the elementary, middle and junior high schools for a district meeting.

## FORM A DIFFERENT DISTRICT

For whatever reasons, usually involving travel distance, scheduling or number of schools participating, some elementary, middle and junior high schools elect to form their own UIL A+ district. This A+ district can cross conference boundaries and school district boundaries. It only takes three interested schools to form a district. The only restriction on forming a UIL A+ district is that all the schools in the district must agree on which schools are in the district. It's up to the principals and campus-level UIL coordinators to contact other schools and to hold the planning meeting.

The representatives from these schools form the district executive committee, which should elect a district meet director and plan the district meet. Districts in which more than 8 campuses wish to compete should consider dividing these schools into two or more districts. Each district may then enter a full slate of contestants. Planning meetings for Fall/Winter district meets (held Dec. 1 - Jan. 31) should occur before Sept. 25. Planning meetings for Spring district meets (held Feb. 1 or later) should occur before Nov. 15.

From participation registrations, the League will compile a directory of participating schools. If you are forming a new district, or if your school is participating in UIL activities for the first time, refer to this list on the UIL web site. To receive a free copy of the *A+ Handbook*, campuses must register by the Nov. 15 deadline.

Contest	2	3	4	5	6	7	8	Team?
Art			A	A	A	B	B	Both
Calculator Applications					A	A	A	Both
Chess Puzzle Solving	A	A	B	B	C	C	C	Both
Creative Writing	A							Ind.
Dictionary Skills				A	A	B	B	Both
Editorial Writing					A	A	A	Ind.
Impromptu Speaking					A	A	A	Ind.
Listening				A	A	B	B	Both
Maps, Graphs & Charts				A	A	B	B	Both
Mathematics					A	A	A	Both
Modern Oratory					A	A	A	Ind.
Music Memory		A	A	B	B			Both
Number Sense			A	A	A	B	B	Both
One-Act Play					A	A	A	Both*
Oral Reading			A	A	A	B	B	Ind.
Ready Writing		A	A	B	B	C	C	Ind.
Science						A	B	Both
Social Studies				A	A	B	B	Both
Spelling		A	A	B	B	C	C	Both
Storytelling	A	A						Ind.

### Team? Column

**Ind. = Individual Only**

**Both = Individual with Team Option**

(\* - Team Awards are not optional in One-Act Play)

### Contests offered by Grade Level

The UIL offers elementary contests beginning at grade 2. The district executive committee may choose to offer all or just some of these contests. Districts may offer the team component of contests that have such a component. Consult individual contest rules for instructions on handling the optional team component. Letters in the chart indicate different versions of the contest materials offered. For example, there is one set of prompts for students in grades 3-4 in ready writing, a different one for students in grades 5-6 and another for grades 7-8.

**After the district executive committee has met, complete the contact information on the back cover of the A+ Handbook for reference.**

# The District Chairperson

There are many ways to select a district chairperson. For schools that follow the high school district assignments, a chairperson may be appointed. Some districts select a person at their first meeting to serve as chairperson that year. Other districts have been functioning for years and have created their own system. New districts need individuals to take the initiative.

Among the most important duties of the district chairperson are to complete the online District Meet Information and Materials Order Form, and to remind all participating schools to register with UIL.

## Responsibilities of the District Chairperson

- ♦ Remind all competing schools they must register with the UIL to participate.
- ♦ Complete the online District Meet Information and Materials Order Form by Sept. 25 for Dec. 1 - Jan. 31 district meets and by Nov. 15 for district meets scheduled Feb. 1 and later.
- ♦ Provide all participating schools the minutes of the district planning meeting.
- ♦ Design (if necessary) and send an entry form to the schools in the UIL district at least one month prior to the meet.
- ♦ Assume the responsibility for conducting the meet in an orderly manner.
- ♦ Distribute to contest directors all contest materials furnished by the League office.
- ♦ Assist contest directors with questions.
- ♦ Develop a list of winners compiled from the reports furnished by the contest directors.
- ♦ Make the contest results available to all participating schools and local media.
- ♦ See that contest materials are returned to participating schools only on or after the official return date. (See the current UIL calendar.)
- ♦ Submit the Academic District Participation Summary (see Appendix) to the UIL office after the district meet.

# The District Executive Committee

At least one representative from each participating campus, preferably both the principal and the UIL academic coordinator, should meet to organize the district. The representatives from each school comprise the District Executive Committee, which should meet before Sept. 25 for fall district meets and before Nov. 15 for spring district meets.

The District Executive Committee **DOES NOT** have the authority to modify any contest rules in *The Constitution and Contest Rules*.

## Responsibilities of the District Executive Committee:

- ♦ Elect a district chairperson, if one has not been appointed.
- ♦ Decide which events will be offered.
- ♦ Decide if contests will be divided by grade level or with combined divisions as described in the *Constitution and Contest Rules (C&CR)*.
- ♦ Decide who will host the meet.
- ♦ Set a date and schedule the district meet between Dec. 1 and Jan. 31, or Feb. 1 and later. All events for a particular district should be scheduled in either the fall/winter or spring timeframe - do not split a meet across the two timeframes.
- ♦ Decide what kind of awards will be given (ribbons, medals, certificates, etc.).
- ♦ Decide who will purchase awards and from what source. UIL does not provide ribbons or medals.
- ♦ Decide if there will be an entry fee. If so, determine the amount.
- ♦ Decide where and when the awards will be given (in contest rooms or at an assembly).
- ♦ Assign a contest director for each contest, usually teachers or UIL coordinators from the various schools in the UIL district, in accordance with individual contest rules.
- ♦ Determine who will select and train judges, graders and contest directors.
- ♦ Determine who will design the entry form if forms other than those provided in the appendix are needed.
- ♦ Decide when entry forms will be distributed, when they are due and to whom they should be submitted.
- ♦ Determine policies regarding late entries and substitutions, preferably similar to those contained in Section 902 (g) of the C&CR for high school academic meets.

- ♦ Decide the maximum number of contests any one student may enter, and any restrictions on entries resulting from the schedule chosen.
- ♦ Compile notes from the meeting and provide a copy of the minutes to each participating school.
- ♦ Notify all member schools regarding the scheduled dates of the meet, any entry restrictions and/or entry fees.

### **Inform Teachers of Decisions**

The district chairperson should make available the results or minutes of this meeting to the teachers who might be coaching students in the events so everyone knows which events will be offered, the number of contestants allowed in each event, and any special considerations that might be necessary for the coaches and coordinators to know while working with the contestants throughout the year. *It is important that this information be distributed as soon as possible after the planning meeting.*

The District Executive Committee **DOES NOT** have the authority to modify any contest rules in the *Constitution and Contest Rules*.

## The Campus Coordinator

On each campus, one person should be designated as the coordinator for UIL academic contests. Sometimes, this is the principal. More often, it's a teacher appointed by the principal.

### **Duties of the campus coordinator**

- ♦ Register the campus with the UIL state office **each school year** (online at the UIL web site).
- ♦ Work with the principal concerning coordination of the UIL academic program.
- ♦ Serve as the liaison between the school and the UIL state office.
- ♦ Serve with the principal on the district executive committee for A+ events.
- ♦ Serve as the liaison between the coaches of UIL events and the principal and district executive committee.
- ♦ Order study materials from the UIL office.
- ♦ Ensure that the contents of packages from the UIL office are distributed appropriately.
- ♦ Provide a central location for filing and storage of UIL materials.
- ♦ See that coaches receive information posted on the UIL web site that pertains to the events they coach.
- ♦ Recruit teachers and students to become involved in UIL contests.
- ♦ Arrange for intraschool and/or interschool competition prior to the official academic district meet.
- ♦ Submit entry forms to the host site director according to procedures determined by the district.
- ♦ Write articles and provide information to the local media regarding student participation in UIL events; clip and display articles published about events for parents and school officials to see.
- ♦ Provide the community with information about the competition, the importance of rules in competition and how rules are made and changed.
- ♦ Make recommendations for next year's A+ academic contests.

## Academic Coaches

Coaches of academic events are responsible for learning the rules of the contest as indicated in the *Constitution and Contest Rules* and the *A+ Handbook*, recruiting and training students to compete and working with campus and contest officials to ensure the smooth running of the contest.

Coaches of students through the eighth grade level are not required by UIL to sign a "Professional Acknowledgment Form." Individual districts may, however, ask that their employees sign this form to pledge commitment to knowing the rules of competition. You may request a copy from your high school principal.

Volunteers and community resources are okay. Paying stipends is okay. The coach need not be a school employee, but must have approval of the administration.

## Learn the rules

Coaches should carefully read the rules for each contest for which they are responsible. Current rules can be found in the *A+ Handbook* and on the UIL web site. They are also in the *Constitution and Contest Rules*, which is posted on the UIL web site and which may be purchased using the Academic Study Materials Order Form found on the UIL web site. The principal or campus coordinator should see that every coach has a copy of the appropriate rules. In addition, coordinators should regularly check the A+ web site for any notices, corrections or clarifications. Updates and online *Leaguer* articles concerning A+ academic programs are posted on the web throughout the year.

## Attend invitational meets

Attend and/or host an invitational meet. It's the best way to learn the format of the contests and how to run the contests. It's also a great chance to network with other coaches.

## Use study materials

Utilize study materials published by UIL. An Academic Study Material Order Form is available on the web. Materials may also be purchased through the UIL online store. The *Academic Materials Study Booklets* contain material for the art, calculator applications, chess puzzle, creative writing, dictionary skills, editorial writing, impromptu, listening, maps, graphs & charts, mathematics, number sense, ready writing, science, social studies and storytelling contests, and provide the information you need to get started. Handbooks are also available for some events. Information on ordering other materials - including art prints, atlases, dictionaries, etc. - is mailed to schools after registration is received by the UIL office.

## Be the initiator

Someone must initiate the process that can provide an academic competitive experience for students. Coaches should expect an enthusiastic response from almost every student and parent, but they have to be prepared to provide the time and resources it takes to have a successful program.

# The District Meet

Although the district director's school often hosts the meet, this is not mandatory. The most essential element in planning and running a district meet is communication among the district director, the host school and all participating schools.

Some UIL districts have the host school provide rooms, contest directors and judges. Other host schools, especially college or junior college campuses, provide rooms, with each participating school responsible for one or two contests, including locating and training judges. All these details should be worked out well in advance of the meet. Who is responsible for what should be determined at the first meeting of the district executive committee. Typical duties of the host school include the following.

- ◆ Provide any necessary maps and/or parking instructions.
- ◆ Schedule rooms for contests.
- ◆ Furnish contest directors who recruit and train judges, or work with assigned contest directors from participating schools.
- ◆ Provide an area for students to wait for contests to begin and between events.
- ◆ Provide rooms for judges and graders to work after a contest is complete.
- ◆ Provide a room for results to be compiled and verified.
- ◆ Arrange an awards assembly.
- ◆ Make arrangements for any necessary meals or refreshments.
- ◆ Secure timekeepers and monitors.

## Selecting judges and graders

Contest directors may have the responsibility of locating and training judges and graders for their events. Contest directors generally have a better idea of what needs to be evaluated and who has the skills to adequately evaluate or judge the contests. In most contests, coaches of participating students may grade contest papers. Judges not affiliated with participating schools should be secured for speaking events.

## When to hold a district meet

Select dates at the District Executive Committee meeting. The UIL offers district tests that may be used beginning Dec. 1 for Fall/Winter districts and Feb. 1 for Spring districts. **Official UIL district materials are not available for use before those dates.**

Academic coaches should also assume responsibility for sending out press releases to inform the community of the success of their students. A general press release form can be found in the appendix.

See the UIL web site for additional information for contest directors of each event.



## The schedule

The district executive committee or the host school under the direction of the district executive committee should set the schedule. All schools and coaches should be notified of the schedule of events offered and any restrictions on entries as soon as these are set so they can plan accordingly. A schedule that allows students to enter more than one contest during a one-day or two half-day schedule is desirable. However, districts may choose to limit the number of events any one student may enter.

## Sample Conflict Pattern

### Elementary

Contest	Grades	8 a.m.	9 a.m.	10 a.m.	11 a.m.	noon	1 p.m.	2 p.m.
Creative Writing	2							
Mathematics	6							
Oral Reading	4-6							
Ready Writing	3-6							
Maps, Graphs & Charts	5-6							
Storytelling	2-3							
Dictionary Skills	5-6							
Number Sense	4-6							
Calculator Applications	6							
Spelling	3-6							
Art	4-6							
Social Studies	5-6							
Music Memory	3-6							
Listening	5-6							
Chess Puzzle	2-6							

**ADDITIONAL GRADE LEVELS**  
With the approval of the elementary and junior high district executive committee, districts may elect to create a division of a contest for each designated grade level or additional grade levels.

### Middle School/Junior High

Contest	8 a.m.	9 a.m.	10 a.m.	11 a.m.	noon	1 p.m.	2 p.m.
Mathematics							
Oral Reading							
Ready Writing							
Maps, Graphs & Charts							
Impromptu Speaking							
Dictionary Skills							
Number Sense							
Social Studies							
Modern Oratory							
Calculator Applications							
Editorial Writing							
Spelling							
Science I and II							
Listening							
Chess Puzzle							
Art							

### Finding conflicts

To see if one event conflicts with another, find the first event and note the shaded areas. Go down to the next event. If it's offered at the same time, the events conflict. For example, storytelling begins at 9:30 a.m. It conflicts with ready writing, maps, graphs & charts, dictionary skills, music memory and number sense. Because it has a final round, it also conflicts with calculator applications and spelling. This conflict pattern is created for a one-day meet. Schools hosting meets over two half-days should create their own conflict pattern and notify all participating schools as soon as possible regarding conflicts.

## Develop an entry form

The district executive committee should develop or assign a specific school the responsibility of designing an entry form tailored to fit the events and divisions of events decided upon at the district meeting. For example, some smaller UIL districts have one division of junior high number sense (grades seven and eight) with three students from each school. Other UIL districts have a division of number sense for seventh grade (three contestants) and a division of number sense for eighth grade (three contestants). Sample entry forms are included in the appendix. Be sure to indicate to whom the form is to be sent and the deadline for entry acceptance.

The entry forms should be sent to participating schools at least one month before the meet with instructions that they be returned to the district director at least 10 days prior to the meet. If districts have different deadlines, these should be clearly indicated on the entry form.

## Substitutions

Policies regarding substitutions should be determined by each district prior to the meet. The UIL suggests that districts establish procedures similar to those that have been devised for high school competition. (Section 902(g) of the C&CR)

A. *Students whose names do not appear on academic district entry forms.*

Eligible students may be substituted for names on an official entry form by providing the contest director with an updated entry form indicating the changes or a letter signed by the designated administrator certifying the student's eligibility. The form or letters must be presented to the contest director before the contest begins.

B. *Students whose names appear on academic district entry forms.*

Students who have been certified as eligible on the entry form but who are to be substituted into another event should provide the contest director with written notification signed by the event sponsor or a representative from the contestant's school. Eligibility is already certified; therefore, written notification is for the convenience of the contest director who may not have a copy of the academic or one-act play forms.

## Late Entries

Entries should be submitted to the district director or designated host school director at least 10 days prior to the tournament. Each district determines policies concerning late entries. The *Constitution and Contest Rules* offers no guidance on such policies; however, the UIL recommends that districts establish procedures similar to those that have been devised for high school competition (Section 902(g)). Late entries include the following:

A. *Late entry of an entry form.* Submitting a district meet entry form after the deadline constitutes a late entry.

B. *Late entry of an event.* Entry of an event not entered by the school prior to the deadline constitutes a late entry.

C. *Late entry of an individual.* Entry of an individual to fill a place left vacant on the district meet entry form after the deadline constitutes a late entry.

If the approval for a late entry is granted by the district executive committee, academic meet director or other authorized personnel, the coach or contestant must provide the contest director, prior to the beginning of the contest, a letter signed by the superintendent, principal or designated administrator certifying both the eligibility of the student and that the late entry has been approved.

## Order contest materials

After you have set the dates for your district meet and determined approximately how many students will be participating, complete the online District Meet Information and Materials Order Form if you are hosting the district meet. **Do not forget this important step!** The UIL state office has no way to know what materials you need or when and where to send them without the District Meet Information and Materials Order Form. The form must be completed online at the A+ web site. Materials will be shipped to the district director or the person designated before the date of the district meet. There is no charge for district meet materials for meets conducted during official A+ district timeframes (Dec. 1 - Jan. 31; Feb. 1 and later).

## Participation summary

The UIL requires that the host of an A+ district meet return the Academic District Participation Summary to the state office following the district meet. This form can be found in the appendix of this handbook and on the UIL web site.

# Materials offered from UIL

## for A+ academic contests

Contest	Grades	Invitational	District	In district packets (for 30 contestants)
Art	4, 5, 6	Yes	Yes	Tests, keys; (not prints)
Art	7, 8	Yes	Yes	Tests, Keys (not prints)
Calculator Applications	6,7,8	Yes	Yes	Tests, keys; same test for all grades
Chess Puzzle	2,3	Yes	Yes	Tests, keys, same tiebreaker for all grades (different tests for grades 4-5 and 6-8)
Chess Puzzle	4,5	Yes	Yes	Tests, keys, same tiebreaker for all grades (different tests for grades 2-3 and 6-8)
Chess Puzzle	6,7,8	Yes	Yes	Tests, keys, same tiebreaker for all grades (different tests for grades 2-3 and 4-5)
Creative Writing	2	Yes	Yes	Evaluations, prompts
Dictionary Skills	5,6	Yes	Yes	Tests, keys; different test for grades 7-8
Dictionary Skills	7,8	Yes	Yes	Tests, keys; different test for grades 5-6
Editorial Writing	6,7,8	Yes	Yes	Evaluations, prompts; same prompt for all grades
Impromptu Speaking	6,7,8	Yes	Yes	Evaluations, topics; same topics for all grades
Listening	5,6	Yes	Yes	Scripts, tests, keys; different test for grades 7-8
Listening	7,8	Yes	Yes	Scripts, tests, keys; different test for grades 5-6
Maps, Graphs and Charts	5,6	Yes	Yes	Tests, keys; different test for grades 7-8
Maps, Graphs and Charts	7,8	Yes	Yes	Tests, keys; different test for grades 5-6
Mathematics	6,7,8	Yes	Yes	Tests, keys; same test for all grades
Modern Oratory	6,7,8	Yes	Yes	Evaluations; see web site for topics
Music Memory	3,4	No	Yes	Tests, keys, district contest CD
Music Memory	5,6	No	Yes	Answer sheets, district contest CD
Number Sense	4,5,6	Yes	Yes	Tests, keys; different test for grades 7-8
Number Sense	7,8	Yes	Yes	Tests, keys; different test for grades 4-6
One-Act Play	6,7,8	No	Yes	Contest information
Oral Reading	4-9	Yes	Yes	Evaluations; students choose selections
Ready Writing	3,4	Yes	Yes	Evaluations and prompts; different prompts for grades 5/6, 7/8
Ready Writing	5,6	Yes	Yes	Evaluations and prompts; different prompts for grades 3/4, 7/8
Ready Writing	7,8	Yes	Yes	Evaluations and prompts; different prompts for grades 3/4, 5/6
Science I	7	Yes	Yes	Tests, keys; Science II is a separate test
Science II	8	Yes	Yes	Tests, keys; Science I is a separate test
Social Studies	5-6	Yes	Yes	Tests, keys; different test for grades 7-8
Social Studies	7-8	Yes	Yes	Tests, keys; different test for grades 5-6
Spelling	3,4	Yes	Yes	Test words; different test for grades 5/6, 7/8
Spelling	5,6	Yes	Yes	Test words; different test for grades 3/4, 7/8
Spelling	7,8	Yes	Yes	Test words; different test for grades 3/4, 5/6
Storytelling	2,3	Yes	Yes	Two stories, evaluations

Use the **ACADEMIC STUDY MATERIALS ORDER FORM** to order copies of last year's contests.

Use the **DISTRICT MEET FORM** on the **UIL web site** to order materials for the district meet (meet directors only).

**District materials for Fall/Winter district meets held Dec. 1 - Jan. 31 will not be available for use before Dec. 1. District materials for Spring meets held Feb. 1 and later will not be available for use before Feb. 1. If your meet is scheduled for very early December or February, you will still receive your materials at least a few days ahead of time, but they may not be used prior to the official release dates. Only the district director or the host of the district meet can order materials for the district meet.**

**Download the INVITATIONAL MEET ORDER FORM to order materials for invitational meets (host sites only). Not to be used to order practice materials!**

**CONFIDENTIALITY OF CONTEST MATERIALS: Coaches, contest directors and contestants are responsible for maintaining confidentiality of district meet contest materials.**

# A+ Meet Code

The general Spring Meet and A+ Meet Code means to:

1. Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit;
2. Sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactics which detract from sound educational principles;
3. Accept decisions of officials and judges without protest and extend protection and courtesy to officials;
4. Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat; conduct that berates, intimidates or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.
5. Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request;
6. Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition;
7. Abstain from any practice that makes a student feel pressured to participate in non-school activities; and
8. At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

## Discover the Benefits of UIL Academic Activities!

A variety of academic contests have been developed for elementary and junior high students because the UIL believes that children:

**D**eserve opportunities to accept academic challenges,  
**I**mprove with encouragement,  
**S**oar when their talents are recognized and appreciated,  
**C**limb to greater heights when given positive reinforcement,  
**O**perate better from a supportive environment,  
**V**isualize themselves as successful,  
**E**nergize teachers, administrators and each other,  
**R**each a greater level of achievement with praise, and  
**Y**earn for opportunities to feel successful.

# Invitational Meets

The UIL district executive committee for elementary and junior high schools governs the district meet. Host schools govern invitational meets and participation is open to any school the host school invites. Any school can host and govern an invitational meet and may invite any other school regardless of size or membership in UIL. The host school also determines which contests are offered, what awards are given and sets entry fees. Invitational meets give students the opportunity to compete in an organized setting, and to experience what the district meet will be like. Call neighboring schools to find out who is hosting an invitational meet.

The UIL creates one set of tests and materials for A+ invitational meets each year. This material is not for sale for study purposes and will only be provided to schools hosting invitational meets.

Because the UIL only creates one set of invitational materials for elementary and junior high schools, students who attend more than one invitational tournament may be tested on identical material, unless host schools secure or create original tests. Academic coaches should limit student participation to only one competition using the same set of UIL materials.

Invitational meet hosts have several options for securing tests: ordering tests from the UIL office on the UIL invitational meet order form, altering UIL tests from previous years, writing their own tests or ordering tests from other sources. The UIL provides information for obtaining additional material on the UIL website.

## Prior to an invitational meet

- ♦ Appoint an invitational meet director.
- ♦ Recruit contest directors.
- ♦ Determine how judges and/or graders will be selected and trained.
- ♦ Hold a planning meeting for the meet director and the event directors to determine:
  - fees to be charged
  - date of the meet
  - events to be held
  - optimum number of students for each event and any restrictions
  - awards to be offered
  - facilities needed
  - schedule of events and any entry limitations caused by the schedule, and
  - provision for refreshments or concessions
- ♦ Design an entry form that fits the specific meet
- ♦ Mail invitations, an entry form and a brief description of the requirements for each event. Indicate date by which the entry forms should be returned.
- ♦ Assign rooms.
- ♦ Obtain or write tests.
- ♦ Send out press releases and lists of results to members of the local media and to all participating schools.

A+ Invitational materials are provided in digital format on CD. The CD contains tests, answer keys, answer sheets, evaluation sheets, etc. The contest host must duplicate all needed materials. Generic forms not included on the CD may be duplicated from this handbook or downloaded from the UIL A+ web site.

## INVITATIONAL MEET DATES

**Nov. 1 - April 1**

### NOTICE:

**Do NOT use the District Meet Information and Materials Order Form to order materials for invitational meets.**

**Download the Invitational Meet Order Form from the UIL web site.**

**At invitational meets, UIL provides tests or material for all academic contests except Music Memory and One-Act Play. Host schools are responsible for securing the necessary musical or art selections for the music memory and art contests. The UIL provides tests for Part B of the Art Contest for both divisions.**



**RULES**

**Elementary, middle and junior high schools are not automatically sent a copy of the Constitution and Contest Rules. You can order one using the order form found in the appendix. However, the sections of the C&CR that pertain directly to A+ competitions are contained in this handbook and posted on the UIL web site.**

## **Subchapter D: Elementary and Junior High**

### **Section 1400: JUNIOR HIGH (7TH AND 8TH GRADE)**

Section 1400: JUNIOR HIGH (SEVENTH AND EIGHTH GRADES)

(a) **ELIGIBILITY REQUIREMENTS FOR SEVENTH AND EIGHTH GRADE PARTICIPANTS.**

(1) *Student's Eligibility.* An individual may participate in League competition or contests as a representative of the participant school he/she attends if that student has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education, and is passing the number of courses required by state law and by rules of the State Board of Education.

(2) Junior high students are not prohibited from competing at a grade level higher than the one in which they are enrolled. Refer to Subchapter M for high school eligibility standards.

(3) To participate in athletic competition, a student who initially entered the seventh or eighth grade during the current school year and has a special needs condition which delayed his or her education by at least one year, and students who are over-age due to limited English proficiency, and who have substantiation from a language proficiency assessment committee, may petition the UIL to participate at grade level. The following must be submitted to the UIL for eligibility determination (not required for non-athletic competition).

(A) A special education student must provide documentation of a special education status and documentation that a disability delayed his or her education by at least one year.

(B) A student with a history of a disability must provide documentation from a 504 committee or an ARD committee proving the existence and length of time of the disability that caused the delay of at least one year in his or her education.

(C) A student with limited English proficiency must provide documentation of the recommendation of the LPAC.

(D) Students must provide documentation of date of birth and a copy of a current physical, including height and weight.

(E) The district executive committee may appeal the decision of the UIL to the State Executive Committee.

(b) **ELIGIBILITY REQUIREMENTS FOR ELEMENTARY SCHOOL PARTICIPANTS.** An individual may participate in League competition or contests as a representative of the participant school he/she attends if that student:

(1) Has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education and is passing the courses required by state law and by rules of the State Board of Education.

(2) Is a sixth grade student who will be too old to participate the following year as a seventh grader and who has a special needs condition which delayed his or her education by at least one year. (Applies to athletic competition only – see Section 446).

(3) No Interscholastic Athletic Competition Below Seventh Grade. No interscholastic athletic competition is allowed in any conference for teams in the sixth grade and below. This does not apply to annual inter-school elementary field days, assuming there is no awarding of place ribbons or determination of team champions. **EXCEPTIONS:** Certain athletic exceptions allow sixth grade students to participate. See (2) above and Section 1478.

(c) **RULES JURISDICTION.** All public schools that participate in seventh and eighth grade UIL activities must abide by public school laws, TEA regulations and UIL regulations. See Section 11.

(d) **SCHEDULING.**

(1) *District Academic Contests.* Schools may use no more than one school day or two half-school days per school year to hold the district academic contests.

(2) *District Music Contests.* Schools may use no more than one school day per school year to hold the concert and sightreading contests. Students in seventh and eighth grade may participate in composite groups prior to the end of the academic school day. Refer to Section 1102 for definition of composite groups.

(3) *Other Competitions.* No other game, contest or tournament shall begin prior to the end of the academic school day.

(e) **SUNDAY PARTICIPATION.** No League participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a League contest or a contest similar to one offered by the League. Schools shall not conduct practices or teach any plays, formations or skills on Sunday.

(f) **NON-TRADITIONAL SCHOOL YEAR.**

(1) *Definitions.* See Section 5 for definitions of traditional school year, summer vacation, non-traditional school year and intersession.

(2) *Rules Applicable During School and Intersessions.*

(A) All rules found in the UIL Constitu-



## RULES

**JUNIOR HIGH SCHOOL** means a school that is a unit of a school district and offers instruction in the seventh and eighth grades, whether it also offers instruction in the sixth and ninth grade, and whether it occupies a building separate from an elementary or high school.

**UIL recommends that elementary and junior high schools work with local suppliers for RIBBONS, MEDALS, PLAQUES AND TROPHIES. Southwest Emblem Company ([www.southwestemblem.com](http://www.southwestemblem.com)) supplies medals and patches, including a UIL academic patch. A portion of the sale of these patches benefits the TILF academic scholarship fund.**

tion and Contest Rules that apply to school district personnel, students, individuals, teams and/or schools during the traditional school year also apply to the non-traditional school year during the time school is in session and during intersessions.

- (B) During intersessions schools shall schedule no more than one contest or performance per activity per student per school week.
- (C) During intersessions schools shall limit practice for UIL academic and music activities and in-season athletic activities, to a maximum of eight hours per school week per activity, in addition to a maximum of 60 minutes per day, (or 300 minutes per week on block schedules), Monday through the end of the school day on Friday.
- (3) *Rules Applicable Specifically During Summer Vacation Months.* Activities that are allowed only during summer vacation are not allowed during intersessions unless the intersession falls within the summer months.
- (g) **LIMITATION OF AWARDS.**
  - (1) *Awards to Individuals.* A participant school may not give and a student may not accept awards for participation in interschool competition in excess of \$10 per year (total for all UIL school activities). Certificates awarded by the school, school district or district executive committee to recognize participating students do not count against the \$10 limit. A student may accept a symbolic award in recognition of his/her achievement in an interschool contest if it is given by the organization conducting the contest (e.g., all-tournament awards, ribbons, plaques and medals).
  - (2) *Awards to Schools.* A district championship trophy or award may be awarded by the district executive committee.
- (h) **AMATEUR RULE.** There is no amateur rule for junior high school students competing in junior high competitions. Section 441, Amateur Athletic Status, does not apply to students until the first class day of their ninth grade year.
- (i) **MEMBERSHIP.**
  - (1) *School District.* Junior high/middle schools receive membership in the League through the paid memberships of their parent high schools.
  - (2) *K-8 Independent School Districts.* For school systems with no high schools, refer to the membership fee structure in Sections 10 through 15.
  - (3) *Superintendent's Responsibility.* The superintendent shall have final responsibility for membership. When a school board elects to pay membership fees to join the League, it agrees to accept and observe the terms of participation in the contests as set forth
- in the Constitution and Contest Rules. This is a voluntary organization. All conditions surrounding participation are freely accepted and both the letter and spirit of the rules are to be observed. Thus, when disputes arise, they shall be settled by the committees in the prescribed manner.
- (j) **DISTRICTS.**
  - (1) *No District Assignments.* Junior high schools will not be assigned to junior high districts or conferences by the League office. Schools may follow the high school Spring Meet district assignments or form their own district. Students will represent their campus in the junior high academic and athletic district meets.
  - (2) *Required Assignments.* The UIL office reserves the right to assign contestants or teams to districts.
  - (3) *Composite or Combined Teams.* Students will represent their campus. Combined or composite teams are not allowed in UIL district academic or athletic competitions.
- (k) **PROTESTS.**
  - (1) *Persons Responsible.* In junior high schools that do not form a district, the district executive committee of the high school which the students will attend shall decide protests for the junior high school that has been protested. In junior highs that do form districts, the junior high school administrators from their schools shall consider all protests and eligibility of the students. In disputes between junior high schools from different junior high districts, neutral representatives from the executive committees of both districts will settle the dispute.
  - (2) *Time for Protest.* The superintendent or a designated administrator must file the protest in writing with the district executive committee. The protest must be filed within a reasonable time, but not exceeding four days after the contest, unless it involves eligibility or a rule imposing mandatory penalties.
  - (3) *Appropriate Committees.* All disputes among participant schools shall be settled by the appropriate executive committee.
  - (4) *Jurisdiction Within District.* The district executive committee shall have jurisdiction over all eligibility cases, disputes and protests within the district. The representative of a protesting school or the school protested is disqualified from the adjudication of the dispute.
  - (5) *Jurisdiction Outside of District.* All disputes and protests arising between schools belonging to different districts shall be resolved through a meeting with equal representation from each district including the two teams involved. The disputing school and the school charged with violation shall not be allowed to vote.



## RULES

**Faculty leaders are encouraged to fully prepare students for competition while insuring that broad educational objectives are never compromised in the pursuit of victory.**

- (l) VIOLATIONS AND PENALTIES.
  - (1) *Penalties.* Penalties are applicable to the appropriate violator as stated in Sections 27 and 29.
  - (2) *May Not Play Suspended Schools.* No school in the League shall engage in any contest, game or scrimmage with a suspended school, and any school violating this rule may be suspended. This prohibition applies only to the contest in which the school is suspended.
  - (3) *Minimum Penalty.* Forfeiture of the contest is the minimum penalty for using an ineligible contestant.
  - (4) *Receiving High School.* The receiving high school will be notified of any violations. The associated high school may be suspended by the State Executive Committee in the activity in which the junior high violates rules if the junior high does not abide by the ruling of the district executive committee.
- (m) INDIVIDUAL PLANS. Specific requirements and regulations may be found in the individual contest plans.
  - (1) Academic. Sections 1410-1474.
  - (2) Athletics. Section 1478.

### Section 1401: A+ PROGRAM ACADEMIC PLAN

- (a) PURPOSES. Participation in UIL academic contests should help students develop oral language and communication skills, become independent readers and writers, develop conceptual understanding, learn to solve problems and apply knowledge to all facets of their lives.
  - (1) All A+ competitions should be conducted so that educational objectives are achieved, highest standards of sportsmanship are upheld and no single phase of the program is promoted at the expense of other programs.
  - (2) Schools are encouraged to participate in a full range of contests, to offer as many opportunities for competition as possible, to administer all contests fairly and efficiently, to provide specific, positive feedback and to see that competition is conducted in a nurturing and educational environment.
  - (3) Faculty leaders are encouraged to fully prepare students for competition while insuring that broad educational objectives are never compromised in the pursuit of victory.
  - (4) Administrators should help create learning environments, structures and policies that encourage educational competition while adhering to the school's general educational mission.
- (b) A+ MEET CODE. The general A+ Meet Code means to:
  - (1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.
  - (2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules or any other unfair tactic which detracts from sound educational principles.
  - (3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.
  - (4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.
  - (5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.
  - (6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.
  - (7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.
  - (8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.
- (c) SALARY/STIPEND. Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL contest will be in violation of the A+ Meet Code, and the member school district, participant school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 29.
- (d) CONTESTS. THE ACADEMIC MEET PLAN COVERS THESE A+ ACADEMIC ACTIVITIES:
  - (1) Art (4-8)
  - (2) Calculator Applications (6-8)
  - (3) Chess Puzzle (2-8)
  - (4) Creative Writing (2)
  - (5) Dictionary Skills (5-8)
  - (6) Editorial Writing (6-8)
  - (7) Impromptu Speaking (6-8)
  - (8) Listening (5-8)
  - (9) Maps, Graphs, & Charts (5-8)
  - (10) Mathematics (6-8)
  - (11) Modern Oratory (6-8)
  - (12) Music Memory (3-6)
  - (13) Number Sense (4-8)
  - (14) One-Act Play (6-8)
  - (15) Oral Reading (4-9)
  - (16) Ready Writing (3-8)
  - (17) Science I and II (7-8)
  - (18) Social Studies (5-8)
  - (19) Spelling (3-8)
  - (20) Storytelling (2-3)





- (e) **MEMBERSHIP IN LEAGUE; FORMING DISTRICTS.**
- (1) *Membership.* Elementary, middle and junior high schools receive membership in the League through the paid memberships of their parent high schools. The superintendent shall have final responsibility for membership. For school systems with no high schools, refer to the membership fee structure in Sections 10 through 14.
  - (2) *Statement of Participation.* Elementary, middle and junior high schools should indicate their desire to participate in League activities by registering with the UIL office. Deadline for registration is November 15.
  - (3) *Compliance with the UIL Constitution and Contest Rules.* Contest directors shall not deviate from the Constitution and Contest Rules in administering UIL A+ academic contests. The district executive committee may elect to add or delete UIL contests from its specific meet plan.
  - (4) The League's elementary contest plan is restricted to academic competition. No interscholastic athletic competition is allowed in any conference for teams in the sixth grade and below. This does not apply to annual inter-school elementary field days. For athletic exceptions to allow sixth grade students to participate, see Section 1478 (c).
  - (5) Elementary and junior high school contestants do not qualify to a higher post-district meet.
- (f) **ORGANIZING THE DISTRICT.** Elementary, middle and junior high schools will not be assigned to districts or conferences by the League office. Schools may follow the high school Spring Meet district assignments or form their own district.
- (1) *Required Assignments.* The UIL office reserves the right to assign contestants or teams to districts.
  - (2) *Composite or Combined Teams.* Students will represent their campus. Combined or composite teams are not allowed in UIL district academic competitions.
  - (3) *District Executive Committee.* This body shall be composed of an administrator from each of the participating schools in the district. Duties include: enforcing the eligibility rules in the district; selecting the district director; selecting the site and date for the meet; arranging for financing the meet; determining which events will be offered and for which grade levels; designing a district meet entry form; notifying members of the district of the events and entry restrictions; soliciting entries from each school; cooperating with the schools in effecting and promoting a district organization; and adjudicating disputes arising within the district subject to provisions of Subchapter E of the Constitution.
- (4) *District Information and Materials Order.* This information shall be submitted to the League office online through the UIL website. The meet director's name shall be included. Deadlines are September 25 for district meets held between December 1 and January 31, and November 15 for meets held between February 1 and the Saturday before Memorial Day. This may be done by either the district executive committee or the district director.
- (5) *District Director.* Each district shall select a district director for A+ activities. Duties include: selecting the directors of the contests in accordance with individual contest plans; arranging for necessary facilities; requisitioning all contest materials from the League office; distributing the materials to contest directors; assuming immediate responsibility for conducting the meet in an orderly manner; being available to assist contest directors when questions arise; and seeing that a list of winners is compiled immediately from the reports furnished by the contest directors. The district director shall notify all participant schools regarding the dates and contest schedule of the meet, but each school has the final responsibility for ascertaining the dates and schedule.
- Section 1405: ELIGIBILITY REQUIREMENTS**
- Students are eligible so long as they have been in attendance and are passing all classes in accordance with state law and rules of the State Board of Education and the Texas Education Agency. The UIL has no age limit for elementary academic competition, nor does it have a residence rule.
- (a) **COMPETING OUT OF GRADE LEVEL.** Elementary students are not prohibited from competing one grade level higher than the one in which they are enrolled. However a student shall not compete in two or more grade levels of the same contest in the same year.
  - (b) **AMATEUR RULE.** There is no amateur rule for students competing in elementary school or junior high school competitions. Section 441, Amateur Athletic Status, does not apply to students until the first class day of their ninth grade year.
- Section 1408: INVITATIONAL/DISTRICT MEETS**
- (a) **SUNDAY PARTICIPATION.** No League participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a League contest or a contest similar to one offered by the League.
  - (b) **SCHEDULING.** Schools may use no more than one school day or two half-school days per school year to hold the district academic contests.
  - (c) **INVITATIONAL MATERIALS.** The League will provide three sets of elementary and junior

# Constitution and Contest



## RULES

high materials for the contests listed below with exceptions noted under the individual contests. Schools requiring invitational materials for meets to be held between November 1 and April 1 should order invitational materials at least four weeks prior to their meet date. No materials from the UIL invitational contests may be returned to contestants before April 1.

- (d) **DISTRICT ENTRIES AND SUBSTITUTIONS.** Each district may devise its own entry forms for entering contestants in academic contests or use the form found in the A+ Handbook. Policies regarding due dates, late entries and substitutions should be determined by each district prior to the academic meet.
- (e) **DISTRICT MEET MATERIALS.** See Section 1401 (f) (4).
- (f) **CONTEST MATERIALS.**
  - (1) *Confidentiality.* Coaches, contest directors and contestants are responsible for maintaining confidentiality of district meet contest materials. Transfer of information relative to the tests shall be considered a violation of the A+ Meet Code and subject to penalties as outlined in Section 27 and Section 29.
  - (2) *Materials.* Contest materials supplied by the League office will be prepared for the grade levels designated in each contest plan. Two or more grade levels will, in most cases, take the same test.
  - (3) *District Contest Materials.* District contest materials for A+ activities will be available for fall/winter district meets held between December 1 and January 31, and for spring district meets held between February 1 and the Saturday prior to Memorial Day. It is permissible for districts to schedule meets outside

those time frames, but tests will not be available from the League office for those meets. Materials necessary for conducting district meets shall be requisitioned from the League office by the district director for the following events.

(g) **OPTIONAL CONTESTS.**

- (1) *Speech.* The middle or junior high schools in any A+ district may hold any of the speech contests listed in the high school Spring Meet Plan in Section 1000. Winners do not advance to a higher level. A student may participate in no more than two speech events.
- (2) *Additional Grade Levels.* With the approval of the A+ district executive committee, districts may elect to create a division of a contest for each designated grade level or additional grade levels.
- (3) *Other Contests.* Districts may pilot contests that are not described in the Constitution or may alter other high school contests in a manner appropriate for the particular grade level.

(h) **TESTS /JUDGING.**

- (1) *Philosophy.* Critiques of tests and performances should first comment on the positive aspects of the competition and then offer constructive criticism. When comments are possible, they need not be long, but they should be specific. Strictly objective tests do not need commentary.
- (2) *Corrections.* The "Official Notices" section of the Leaguer on the UIL website will carry any corrections to contest material.
- (3) *Changing Answer Keys.* If there is consensus among the graders, judges and coaches that an answer on the answer key is incorrect, the contest director is authorized to correct the answer key. This decision shall be made before the official results are announced.

(i) **POINTS.** In determining the overall championship, points shall be awarded according to the following chart. Points shall be awarded for all places in which a contestant participated. For example, if only two contestants participate in an event, both contestants receive points according to the results of the event.

- (1) *One-Act Play Points.* The first place play receives 22 points, the second place play receives 18 points and the third place play receives 15 points. Individual awards shall consist of first place (each best actor and actress), second place (each all-star cast) and third place (each honorable mention all-star cast). Individual awards may not exceed those specified in Section 1033. An all-star cast award assigned by the judge to a chorus or other group of players counts as only one individual award and shall be allocated the appropriate points. The maximum number of points a school may receive for one-act play is 48.

Event	Test/Key	Evaluation Sheet/Ballot	Topics/ Scripts
Art*	X		
Calculator Applications	X		
Chess Puzzle	X		
Creative Writing		X	X
Dictionary Skills	X		
Editorial Writing		X	X
Impromptu Speaking		X	X
Listening	X		X
Maps, Graphs & Charts	X		
Mathematics	X		
Modern Oratory		X	X
Music Memory **	X		
Number Sense	X		
Oral Reading		X	
Ready Writing		X	X
Science I and II	X		
Social Studies	X		
Spelling	X		
Storytelling		X	X

\* Prints are NOT provided by the UIL.

\*\* Contest CD is provided by the UIL.



**RULES**

CONTESTS	PLACES AND POINTS					
	1st	2nd	3rd	4th	5th	6th
Art	15	12	10	8	6	4
Team Art	8	6	4	0	0	0
Calculator Applications	15	12	10	8	6	4
Team Calculator Applications	8	6	4	0	0	0
Chess Puzzle	15	12	10	8	6	4
Team Chess Puzzle	8	6	4	0	0	0
Creative Writing	15	12	10	8	6	4
Dictionary Skills	15	12	10	8	6	4
Team Dictionary Skills	8	6	4	0	0	0
Editorial Writing	15	12	10	8	6	4
Impromptu Speaking	15	12	10	8	6	4
Listening	15	12	10	8	6	4
Team Listening	8	6	4	0	0	0
Maps, Graphs & Charts	15	12	10	8	6	4
Team Maps, Graphs, & Charts	8	6	4	0	0	0
Mathematics	15	12	10	8	6	4
Team Mathematics	8	6	4	0	0	0
Modern Oratory	15	12	10	8	6	4
Music Memory	15	12	10	8	6	4
Team Music Memory	8	6	4	0	0	0
Number Sense	15	12	10	8	6	4
Team Number Sense	8	6	4	0	0	0
One-Act Play (Ranked Plays)	22	18	15	0	0	0
OAP Individual Awards	8	4	2	0	0	0
Oral Reading	15	12	10	8	6	4
Ready Writing	15	12	10	8	6	4
Science I & II	15	12	10	8	6	4
Team Science I & II	8	6	4	0	0	0
Social Studies	15	12	10	8	6	4
Team Social Studies	8	6	4	0	0	0
Spelling	15	12	10	8	6	4
Team Spelling	8	6	4	0	0	0
Storytelling	15	12	10	8	6	

- (2) *Ties in Individual and Team Competition.* In contests in which a tie cannot be broken, tied individuals or teams split the total points equally for the two or more places in which the tie exists. Two schools tied for first place in a contest shall add first and second place points and divide equally. The school ranking next shall receive third place points. Two schools tied for second place shall add second and third place points and divide equally, and no third place points shall be awarded. Ties for remaining places shall be decided in the same manner, except that schools tied for last place shall divide equally the points assigned to that place.
- (j) **CHAMPIONSHIPS.** An overall academic district champion may be named, and a trophy awarded to the winning elementary, middle and/or junior high school, at the discretion of the district executive committee. Points won by an elementary, middle or junior high school shall not be counted toward the overall championship in a high school meet and vice versa. No school shall be eligible for the overall championship that does not place in at least three events.
- (k) **TROPHIES AND AWARDS.** The district executive committee may authorize the purchase of a standard or approved district championship trophy to be given to the winning school.
- (l) **LIMITATION OF AWARDS.** There is no Awards Rule for students in grades 2 through 6 who compete in UIL elementary academic contests. Awards for elementary students are determined by the participating schools.
- (m) **INDIVIDUAL PLANS.** Specific requirements and regulations may be found in the individual contest plans.
- (1) *Academic.* 1410 through 1474.
  - (2) *Athletic.* Section 1478.

# Instructions for Contest Directors of Speaking Events

## • Selecting and Training Judges

Using a panel of judges rather than a single judge in each round is highly recommended whenever possible, and especially in final rounds. Panels must be an odd number of judges.

- ♦ Regardless of the number, it is important that all judges be well prepared, competent and preferably trained in evaluating speaking events.
- ♦ Provide judges with the guidelines and evaluation sheets prior to the contest so they can be prepared to evaluate and rank students following the contest rules and using the appropriate evaluation criteria.
- ♦ As far as possible, judges should not know the school each contestant is representing.
- ♦ Avoid assigning a judge to both preliminary and final rounds of the same event, as they would have to judge at least some competitors twice.
- ♦ Judges should not be coaches or parents of any students involved in the event, nor have any vested interest in the outcome of the events they are judging.
- ♦ Judges should be instructed not to discuss their decisions with other individuals or judges while judging a contest. The responsibility of the judge is to rank the speaker, evaluate the performance and give constructive suggestions for the benefit of the speaker.
- ♦ Judges may never disqualify any contestant. Any question or concerns about violation of rules or procedures should be reported to the contest director.

Retired teachers, members of groups such as Toast Masters or community theatre, professionals in the community and former high school or collegiate speech competitors are often excellent judges and willing to contribute their time. Any interested adult can be trained to be an effective judge, although you might need to provide a training workshop with demonstrations and practice evaluations if they have never judged or worked with performance events before.

## • Determining Placement in Sections for Preliminary Rounds

If more than eight students are entered in an event, preliminary rounds **must** be held. The contest director must divide students, as equally as possible, into preliminary sections of no more than eight contestants. For elementary and junior high speaking events, preliminary rounds may contain fewer contestants if sufficient rooms and judges are available. Each preliminary section requires a separate room and at least one judge. Unless smaller sections are created, the following chart should be used to determine the number of sections and finalists in each section;

No. Entries	Preliminaries	Participants Advancing to Final Round
1-8	None	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

When placing students into sections, use the following guidelines, which are listed in order of importance:

1. Whenever possible, avoid placing two students from the same school in the same preliminary round. If there are only two sections, and a school has three entries, this cannot be avoided. In that case, put contestants listed first and third on the entry form in one prelim round, and the contestant listed second in the other.

2. Avoid placing all contestants listed first on schools' entry forms (who are likely the strongest competitors from their respective schools) into the same prelim round. Instead, randomly place each of those contestants listed first into a different prelim round until you must place two or more in the same prelim. Follow the same process for contestants listed second and those listed third.

## • Determining Speaker Order

Speaking order in each section may be determined in advance by the contest director, or may be determined by having contestants draw for speaking order in each section before the contest begins. If determined in advance (which saves time the day of the meet and allows master ballots for judges to be filled out in advance) use the following guidelines:

1. Assign the contestants listed first on schools' entry forms to a variety of speaker positions. For example, place one contestant listed first in an early speaking position (speaker number 1 or 2) in one prelim, another to a middle position (speaker number 3, 4 or 5) in another, and the third a late position (6, 7 or 8) in another. This prevents what are likely to be the strongest contestants beginning every round.
2. Assign contestants from any one school to different speaker positions so that they are not all early, all middle or all late.

## • Determining Places in Speaking Events

When a panel of judges is used rather than a single judge, the contest director must take the rankings of all three judges and determine final places of the contestants. The easiest way to be certain that all contestants are ranked accurately is to download the computer program developed for tabulating UIL speaking events.

## • Computer Program for Tabulation

**TalkTab** is available as a free download from the UIL web site.

This computer program will determine contestant placements for UIL speaking events according to the requirements in the current *Constitution & Contest Rules*. The software includes instruction messages, a help menu, flexible editing, and methods to mark no-show or disqualified contestants.

TalkTab 3.0 is compatible with newer versions of Windows. An older version is also available for Windows 98 systems. Macintosh users must have dual-boot capability (available on Intel Macs) or virtualization software, such as Parallels.

A printer is not required but highly recommended for making two hard copies, one to retain for records and the other for posting results.

## • Tabulating Results without the Computer Program

Tabulating results of panel judging without the computer program is somewhat complicated and must be done very carefully. The tabulation process is designed to prevent any one judge's ranking from having more influence than the other two judges' opinions combined.

The basic process is reasonably straightforward, however, and most ranks can be determined by using the first two or three. Additional criteria are available to use when breaking more difficult ties.

Many of the following examples of rankings are taken from Section 1003 of the *Constitution & Contest Rules*. You may print the entire section from the UIL web site for high school speech events or you may refer to the *C&CR* itself.

In the case of panel judging, you must use the following criteria, in the following order, to determine all places: (1) majority or BETTER of ranks for the place to be determined; (2) lowest sum of total ranks; (3) judges' preference; (4) decimal value; (5) judges' preference to break decimal ties; (6) blind draw. **SPECIAL NOTE:** When a place has been determined, the contest director must revert back to the first criteria (majority or BETTER) to determine the next place, unless there is a tie. All contestants who are tied must be awarded a place before going on to another contestant or place.

**Step 1:** Any student with a **majority of first place ranks** receives first place. In the following example, Contestant Three is awarded first place because two of three judges (a majority) ranked him that way.

Contestant	Judge A	Judge B	Judge C
One	3	2	2
Two	2	1	3
Three	1	5	1

In the following example, Contestant One is ranked first, even though one judge ranked this student much lower.

Contestant	Judge A	Judge B	Judge C
One	1	1	6
Two	2	2	1

**Step 2:** If no student receives a majority for first place ranks, the student with the **lowest total of all ranks** wins first place.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	1	2	2	5	1st
Two	3	4	1	8	
Three	2	1	3	6	

**Step 3:** If two or more students remain tied with the same low total of ranks, that tie must be broken with **judges' preference**.



In the following example, first place was awarded to a contestant with a majority of firsts, and no contestants had a majority of seconds OR BETTER (i.e. 2 and 2 or 1 and 2). Contestants 1 and 2 have the same some of total ranks, so the tie for second must be determined by **judges' preference**. Any tie between only two contestants can be broken by judges' preference.

Contestant Rank	Judge A	Judge B	Judge C	Total	Preference
One	2	5	3	10	+ 2nd
Two	4	2	4	10	- 3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant two must be awarded third place before any other contestant or place is considered.

Many three-way ties can be broken by determining judges' preference. Please see additional ranking instructions on our website at <http://www.uiltexas.org/files/constitution/uil-ccr-section-1000-1005.pdf>.

**Remember:** If there is a tie for first place, the contestant who was originally tied for first would be awarded second place before any other contestant or place is considered. All contestants who are tied for any place must be awarded a place before going on to another contestant or place.

**Step 4:** When a tie occurs among three or more contestants that cannot be broken by judges' preference, the ranks of *only* the tied contestants must be converted to **decimal equivalents** on the following scale:

Rank of first	= 1.00
Rank of second	= .50
Rank of third	= .33
Rank of fourth	= .25
Rank of fifth	= .20
Rank of sixth	= .17
Rank of seventh	= .14
Rank of eighth	= .13

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants 1, 3 and 5 have the same low total of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ -
Two	2	1	1	N/A	
Three	3	2	6	11	- +
Four	6	3	5	14	
Five	4	5	2	11	- +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Convert *only* the ranks of the tied contestants to their decimal equivalent as follows:

Contestant 1	Contestant 2	Contestant 3
1st = 1.00	3rd = .33	4th = .25
6th = .17	2nd = .50	5th = .20
4th = .25	6th = .17	2nd = .50
<b>Total:</b> 1.42	1.00	.95

Contestant 1 has the *highest* decimal value, and is awarded second place. Contestant 3 has the next highest total, and is awarded third place, and contestant 5 is awarded fourth place. Both remaining unranked contestants have a majority of fifths OR BETTER. Therefore, contestant 6, with the lowest sum of total ranks, is awarded fifth place and contestant 4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Decimal	Rank
One	1	6	4	11	+ -	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	- +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	- +	.95	4th
Six	5	4	3	12			5th

## • Summary of Ranking Criteria

- ♦ Any contestant who receives a majority of firsts (two or more from a panel of three judges) must be awarded first place.

- ◆ If no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks is awarded first place.
- ◆ If, at this point, two or more contestants tie with the same low sum of total ranks, the tie must be broken by the use of judges' preference. (See instructions for determining judges' preference.)
- ◆ In any case where there is a tie, all contestants who are tied must be awarded a place before going on to another contestant or place.
- ◆ When there is a tie among three or more contestants that cannot be broken by judges' preference, the ranks of *only* the tied contestants must be converted to decimal equivalents on the following scale:
 

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25
Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

The contestant with the highest sum total of the decimal value of ranks would be awarded first place.
- ◆ If two contestants remain tied with equal decimal values, this tie must be broken by judges' preference.
- ◆ When a tie among three or more contestants occurs that cannot be broken by these methods, it must be broken by a blind draw.
- ◆ The order of this procedure must be followed to determine all ranks. When determining second place, a majority of second place ranks OR BETTER is the first criterion. When determining third place, a majority of third place ranks OR BETTER is the first criterion, etc.

## • Timekeepers

Because students in Oral Reading and Impromptu Speaking are penalized a rank for going over the allotted time, and students in Modern Oratory are penalized for going either over or under the time limits, it is important to provide trained timekeepers for these events.

You might recruit timekeepers from student service organizations or clubs, or ask for adult volunteers from your school's parent/teacher organization or community groups. If you cannot provide stop watches, timekeepers should be notified to bring their own stopwatch or watch with a secondhand.

If you do not recruit timekeepers, judges in the rounds must keep time, and this distracts from their ability to give their full attention to the contestants' performances.

## • Time Signals

Time signals may be given by hand or by timecards, but timecards are recommended. The timekeeper should indicate to the contestant the time REMAINING of the allotted time. If timecards are available, when the speaker begins in Modern Oratory, the card marked "6" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "5" should be held so the speaker can see it, which indicates five minutes remaining, etc. When the speaker has talked for five minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of six minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head, or otherwise indicate that the total allotted time has been consumed.

If time cards are not used, in oral reading, with a maximum time of six minutes, when one minute has elapsed from when the speaker started, the timekeeper would hold up five fingers to show the contestant that five minutes remain. Four fingers held so the contestant could see them would indicate that four minutes remain, etc. When the total time has elapsed, the timekeeper should stand or hold a closed fist above their head to indicate so.

If timecards are used, which is recommended, make certain timekeepers have the correct cards for each event.

For **Impromptu Speaking**, cards should begin with **five**.

For **Oral Reading**, cards should begin with **six**.

For **Modern Oratory**, cards should begin with **six**.



# Art



The art contest involves the study of 40 paintings from the National Gallery of Art in Washington, D.C. and from Texas art galleries and museums. Students learn to recognize and identify various works of art and the artists who created them. As part of their study, they will demonstrate a basic understanding of art history and interpret ideas and moods in original art works.

**Note:** The contest is an individual competition. Districts may elect to include team competition as well.

**ART SMART BULLETIN**  
The *Art Smart Bulletin* is available from UIL and can be ordered on the UIL A+ Study Materials Order Form. It is the source for questions and answers on both Parts A and B of the test.

**2014-2015 is the second year of a two-year cycle. Prints and the Art Smart Bulletin are the same as last year.**

## Section 1410:ART

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fourth, fifth and sixth grades who are eligible under Section 1405 and students in the seventh and eighth grades who are eligible under Section 1400 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions (fourth through sixth; seventh and eighth) unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each school may enter as many as five contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of all contestants in each division from a school, divided by the number of contestants from that school, shall constitute the school's team score. A team shall have at least three contestants compete to participate in team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest involves the study of paintings from the National Gallery of Art in Washington, D.C. and paintings from selected Texas museums. The *Art Smart Bulletin*, published every other year, is the source for test material of history and art elements relative to the 40 art selections and is the final authority in the spelling of artists' names and titles of art works. As part of their study, students will demonstrate

an understanding of art history and interpret ideas and moods in original artworks while making informed judgments about the artwork.

- (2) *Contest Format.* Part A requires contestants to identify the artist's name, as it appears on the official list, and the title of 15 paintings selected randomly from the official list of 40 paintings as published in the *Art Smart Bulletin* and on the UIL website. Part B consists of 30 questions about art elements and art history characteristic of the 40 art selections. Both Parts A and B of the contest shall be conducted.
- (3) *Purchase Options.* The UIL does not provide prints for study. Schools may purchase the *Art Smart Bulletin* from the UIL and prints from outside vendors.
- (4) *Tests.* One Part B test will be provided for grades 4-6 and one for grades 7-8. The League will make available one set of tests for invitational meets, one for fall/winter district meets and one for spring district meets.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students, with the exception of the person choosing the large prints to be used in Part A of the contest. This person shall not be the coach of any student in the competition.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise.
  - (B) *Monitor.* Two monitors make cer-





## Art

### SOURCE FOR PRINTS:

**Tune In**  
**P.O. Box 141727**  
**Austin, TX 78714**  
**800-488-6346**  
**Fax: 512-746-5400**  
**For a description of materials available, see the TUNE IN web site at: [www.tuneinnet.com](http://www.tuneinnet.com)**

**TUNE IN offers prints in 4x6" and 11x14" sizes, a recorded audio tour of the selected prints and a video with pictures and tour. Practice tests are also available.**

**SCORING**  
**After grading is completed, enter the names and scores for each student on the scoring sheet, using one scoring sheet for each team. Then follow the directions on the scoring sheet to get a team score. The team with the highest team average places first, etc.**

tain that contestants work quietly and independently.

- (C) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

- (2) *Time Allotted for Test.* Allow approximately 30 minutes for Part A and 30 minutes for Part B of the contest.

- (3) *Materials.*

- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

- (i) Part B tests.
- (ii) Answer sheets.
- (iii) Answer key.
- (iv) Contest rosters.
- (v) Scoring worksheet.

- (B) *Provided by Host School.* Fifteen prints selected randomly by the director from the official list. A coach with students involved in the contest shall not choose the contest prints.

- (C) *Provided by the School or Student.* Pens, pencils and/or erasers.

- (D) *Other.* No other materials or notes may be used in the contest.

- (d) **CONDUCTING THE CONTEST.**

- (1) *Clear Room.* Contestants and coaches should

be informed of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.

- (2) *Number Contestants.* Distribute answer sheets for Part A. As roll is called, instruct students to write the assigned number in the space provided on the answer sheets.

- (3) *Part A.* Instruct contestants to write or print, in pen or pencil, the name of the artist, as it appears on the official list, in the first column and the title of the painting in the second column of the answer sheet provided as the selected 15 prints are displayed. Prints should be displayed one at a time, each print for approximately one minute to one and one half minutes. Collect all Part A answer sheets and put away all prints before continuing with Part B.

- (4) *Part B.* No prints should be visible to contestants during Part B. Place a copy of the Part B test questions in front of contestants, and direct them not to open the tests until instructed to do so. Inform the contestants that all answers should be recorded on the answer sheet, not on the copy of the test. Give the start signal. At the end of 30 minutes, give the stop signal. Collect all Part B tests and answer sheets.

## Sample Team Scoring Sheet

Contestant number and/or name	Contestant Total
Miguel Sanchez	110
Neleen Eisenger	106
Matthew Payne	104
Suzanne Schwartz	108
Chamika Wright	116

1. Enter the **TOTAL** of the contestants' scores.

544

2. Enter the **NUMBER** of contestants for this team.

5

(Team must have at least three members.)

3. **TEAM AVERAGE:** Divide line 1 by line 2.

108.8



# Art

## (e) JUDGING.

- (1) *Criteria.* The test is graded objectively. A perfect score is 120. From that perfect score, in Part A, deduct two points if the artist's name is incorrect; deduct one point if the artist's name is correct but misspelled. Deduct two points if the title of the art is incorrect; deduct one point if the title of the art is correct but misspelled. In Part B, deduct two points for each incorrect or omitted answer.
- (2) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. To compute the team score, the total scores of all members who participated on the team shall be added and then divided by the number who participated on the team. A team shall have at least three contestants to participate in the team competition. See the A+ Handbook for team scoring sheet sample.
- (3) *Determining Legibility.* Contestants may print or write words. If there is a question about legibility of a letter, place a blank piece of paper on either side of the letter, separating it from its context and then determine whether the letter can be identified. If two of three graders rule that a letter is legible, it should be considered correct.
- (4) *Points.* Points are awarded as specified in

Section 1408 (i).

- (5) *Ties.* Tied individuals or teams split the total points equally for the two or more places in which a tie exists. If available, each team should be given an award for the appropriate place.
- (6) *Certificates.* Students who score 100% in both sections of the contest at the district competition are eligible to receive a Certificate of Achievement.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **STUDY MATERIALS.** Selections for the contest in the current year are listed in the *Art Smart Bulletin*, which is also the source for questions in Part B. The *Art Smart Bulletin* does not contain color images.
- (i) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

**Part B may include multiple choice, true/false and some short answer questions. Spelling will not be penalized on short answer questions.**

 **PHOTOCOPY ONE FOR EACH TEAM**

## Art Contest Team Scoring Sheet Team Number \_\_\_\_\_

Contestant number and/or name	Contestant Total

- 1. Enter the **TOTAL** of the contestants' scores.
- 2. Enter the **NUMBER** of contestants for this team.  
*(A team must have at least three members.)*
- 3. **TEAM SCORE:** Divide line 1 by line 2.

# Sample Test Questions

(Part B)

## ART ELEMENTS SECTION

### Grades 4-6

1. *Saint Anthony Abbot Shunning the Mass of Gold* is painted with \_\_\_\_\_ paint on a wood panel.
2. Which of these elements is most important to the composition of *Fishing Boats*?
  - a. color
  - b. perspective
  - c. shape
  - d. texture
3. In *Basket of Flowers*, the artist used blue flowers to
  - a. create a unified composition.
  - b. guide viewers through the image.
  - c. serve as a symbol of purity.
  - d. draw viewers into the painting.
4. To make viewers see depth or distance in a painting, an artist can
  - a. use warm colors in the foreground and pale ones in the background.
  - b. make distant objects smaller than closer ones.
  - c. leave out details of far-away objects.
  - d. all of the above
5. To focus attention on the figures in *Sleeping Shepherdess Teased by a Boy*, the artist used \_\_\_\_\_.

### True/False

6. Loose, flowing brushstrokes add liveliness and excitement to *Woman and Little Girl of Constantine with a Gazelle*.
7. *Light Cloud, Dark Cloud* is the artist's vision of a cloudy sky.
8. Gradual shading can make an object seem to have a three-dimensional shape.

### Grades 7-8

1. Red and blue are examples of \_\_\_\_\_ colors.
2. The artist used a rhythm of shapes in *Niche with Falconry Gear* to
  - a. focus attention on the birdcage.
  - b. guide viewers' eyes through the image.
  - c. create a feeling of order.
  - d. tie parts of the painting together.
3. Which of these works would you expect to have the smoothest surface?
  - a. *Light Cloud, Dark Cloud*
  - b. *The Bonaventure Pine*
  - c. *Open Window, Collioure*
  - d. *Indian Eyes*
4. The original of *Sleeping Shepherdess Teased by a Boy* is \_\_\_\_\_ in size than the original of *Mrs. Chase and Child (I'm Going to See Grandma)*.
5. In which of these paintings are textures and realistic details least important?
  - a. *Portrait of a Young Woman as a Sibyl*
  - b. *Lady Mary Templetown and Her Eldest Son*
  - c. *Marjamshausen*
  - d. *Still Life with Fruit and Sliced Lemon*

### True/False

6. Color is used to suggest perspective in a more traditional way in *The Seine at Chatou* than in *Old Faithful Geyser, Yellowstone National Park*.
7. The draped fabric and the corner shelf in *La belle artiste* help to balance the composition.
8. In *Commodore Trunnion and Jack Hatchway*, the newspaper Hatchway is reading and the pitcher the Commodore is holding provide examples of both texture and contrast.



Art

### Answer Key Art Elements 4-6

1. tempera
2. c
3. a
4. d
5. light & color
6. T
7. F
8. T

### 7-8

1. primary
2. d
3. a
4. smaller
5. c
6. F
7. T
8. T



## Art

# Sample Test Questions

(Part B)

## ART HISTORY SECTION

### GRADES 4-6

### GRADES 7-8

### Answer Key Art History 4-6

1. Baroque
2. c
3. c
4. Plimack Mangold
5. b
6. T
7. F
8. F

### 7-8

1. rebirth
2. d
3. d
4. Baroque
5. b
6. F
7. F
8. T

1. Sebastiano Ricci worked during the \_\_\_\_\_ period of art history.

2. Severin Roesen was born in
- a. the United States.
  - b. Russia.
  - c. Germany.
  - d. none of the above

3. Aelbert Cuyp's father was a
- a. musician.
  - b. cloth dyer.
  - c. painter.
  - d. politician.

4. "Trompe l'oeile" images of masking tape can be seen in works by \_\_\_\_\_.

5. Which of these works was painted in the style known as Abstract Expressionist?
- a. *La Camargo Dancing*
  - b. *Phenomena Imperial: Vault of Dynasty*
  - c. *Landscape with a Rock Arch and River*
  - d. *The Seine at Chatou*

### True/False

6. The artist known as Jacopo Tintoretto was originally named Jacopo Robusti.
7. *Salt Flats* was painted earlier than *A Norther in the Gulf of Mexico*.
8. *Oedipus at Colonus* helped Giroust become a member of the British Royal Academy.

1. Renaissance is a French word meaning \_\_\_\_\_.

2. Which of these landscapes was painted in the Romantic style?
- a. *Winter Writing*
  - b. *View of Hoorn*
  - c. *The Seine at Chatou*
  - d. *A Norther in the Gulf of Mexico*

3. Modigliani's work was influenced by
- a. Italian Renaissance masters.
  - b. African masks.
  - c. modern art developments in Paris.
  - d. all of the above

4. Aelbert Cuyp painted during the \_\_\_\_\_ period of art history.

5. Which of the following is a characteristic of the way Castagno painted?
- a. vivid color and loose brushstrokes
  - b. careful drawing and clear lines
  - c. moods of peace and harmony
  - d. dramatic light

### True/False

6. Beert and Massys were both famous for painting the same kinds of subject.
7. Janet Fish was trained to paint by her mother, who was a painter and art teacher.
8. Fra Angelico and Tintoretto both had workshop assistants to help them with their paintings.

# Art Contest

## ANSWER SHEET (PART A)

Contestant # \_\_\_\_\_

Score \_\_\_\_\_

Grade Level 4 5 6 7 8

**NOTE:** Contestants are required to list only the artist's last name (as it appears on the Official List) for Part A. However, there is **no penalty** if contestants also list the artist's first name. Scoring is based on correctness of the artist's last name and the title of the work.

### ARTIST

### PAINTING

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____



# Calculator Applications

The calculator applications contest is designed to stimulate the development of mathematical and calculator skills. Goals are both intellectual and practical: developing mathematical reasoning and knowledge and requiring the application of problem-solving skills toward realistic problems.

## Section 1414: CALCULATOR APPLICATIONS

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest. Only one test will be provided for all three grades.
- (2) *Divisions.* This contest will consist of one division unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF CONTEST.

- (1) *Summary.* This contest is designed to stimulate the development of mathematical and calculator skills. Goals are both intellectual and practical: developing mathematical reasoning and knowledge and requiring the application of problem-solving skills toward realistic problems.
- (2) *Contest Format.* Students will

take a test containing 80 problems in 30 minutes. The contest consists of problems which may include calculations involving addition, subtraction, multiplication, division, roots and powers. It also includes straightforward calculation problems and simple geometric and stated problems similar to those found in recently adopted textbooks.

- (3) *Tests.* One test will be provided for all three grades. The League will make available one test for invitational meets, one test for fall/winter district meets and one test for spring district meets.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Monitor.* Two monitors make certain that contestants work quietly and independently.
  - (C) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest



## Calculator Applications

- director may recruit more than three graders.
- (2) *Time Allotted for the Contest.* Thirty minutes will be allowed for the contest. A clock should be visible to all contestants.
- (3) *Materials.*
- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) Tests.
- (ii) Answer key.
- (iii) Contest rosters.
- (B) *Provided by the Student or School.*
- (i) Only silent, commercially available calculators that do not require auxiliary power are permitted. Spare calculators or battery packs are also permitted.
- (ii) Pens, pencils and/or erasers.
- (C) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Check Tests.* Check tests for defects and omissions.
- (2) *Clear Calculators.* No pre-recorded programs may be used in the contest. Coaches may assist in clearing calculators of all data and program memory that can be cleared prior to the contest.
- (3) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Everyone other than the contest officials and contestants should leave the room. After tests have been distributed, no other contestants will be admitted into the contest room.
- (4) *Number Contestants.* Instruct contestants to place their assigned contestant number in the upper right hand corner of the test.
- (5) *Read Rules.* Read the following rules aloud:
- (A) You may use any silent, hand-held calculator that does not require auxiliary electric power. Your calculator data and program memory should now be cleared. You may not use pre-recorded programs during the contest.
- (B) You may write on the test paper, but only the answer should be written in the answer space. You may erase or mark out an answer previously written, provided you write the revised answer within the answer space and clearly indicate the answer you wish to be graded.
- (C) Alarm watches that emit an audible signal are not allowed in the contest room.
- (D) This is a 30-minute contest. No time warnings will be given. Remain in your seat throughout the contest period. No talking or distracting noises will be permitted.
- (E) When the end of the contest period is indicated, you shall cease calculator operations. After the stop signal is given you may, however, write down the number displayed on your calculator.
- (F) Any answer may be written in decimal or in powers of 10 notation of the form,  $1.23 \times 10^{-6}$ , but not in both. Except in the integer and dollar sign problems, answers should be written with three significant digits only, with plus or minus one unit error in the third significant digit permitted. Integer problems require answers written as an integer and no error is permitted. Dollar sign problems should be answered to the exact cent, but plus or minus one cent error is permitted. Answers should be given in the units specified on the answer blank, if a unit is required, and with the correct sign.
- (G) All problems through the last problem completed or attempted will be graded. A problem

If the answer to a question is  $3.68 \times 10^1$ , would the answer be correct if it were given as  $36.8 \times 10$  with the exponent 1 omitted?

The following are correct answers:  
 $3.68 \times 10^1$   
 $3.68 \times 10$   
36.8

The following are incorrect answers:  
3.68E1  
 $3.68 \cdot 10^0$   
 $36.8 \times 10$



## Calculator Applications

- is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus four points for incorrect, skipped or illegible answers.
- (6) *Stop Signal.* After the stop signal has been given, contestants may write one more answer on the answer sheet before they put their pencils down.
- (e) **JUDGING.**
- (1) *Criteria.* The 80-question test is graded objectively. Only problems through the last completed or attempted problem will be graded. Add five points for each correct answer. Deduct four points for each incorrect, skipped or illegible answer.
  - (2) *Briefing Graders.* Brief graders on the procedure to be used for grading, and go over the information about how answers are to be written.
  - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. Draw a line after the last problem attempted. Any mark in the answer blank, including erased marks, constitutes an attempt. Erasing or marking through an answer is allowed as long as the correct answer is clearly placed in the answer blank.
  - (4) *Ranking.* Rank tests from highest to lowest scores. Individual places shall be determined and recognized through sixth place in each division. Team places may be determined and recognized through third place in each division.
  - (5) *Ties.* If two individual contestants' papers or two teams have the same score, then a tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for second place, there will be no third place, etc.
  - (6) *Points.* Points are awarded as specified in Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



# Calculator Applications Sample Test



Calculator Applications

1.  $839 - 4320 + 3900 =$

2. One day I spilled some syrup on the porch floor outside the house. A minute later I counted 5 ants eating the syrup. Another minute later I counted 15 ants and after five minutes I counted a total of 103 ants at the pool of syrup. On average, how many ants showed up to eat syrup each minute?

3. When an object is traveling under constant uniform acceleration, the distance it travels during that acceleration is equal to the product of its average speed and time during that acceleration. If a car is advertised to go from zero to 60 miles per hour in 5 seconds, assuming uniform acceleration, how far does that car travel during that time interval?

4.  $\frac{(0.0149 - 0.0842)(0.062 + 0.03)}{(1.01 \times 10^{12})} =$

5.  $\frac{1}{11.1} + \frac{1}{(\pi)(23.1 - 19.3)} =$

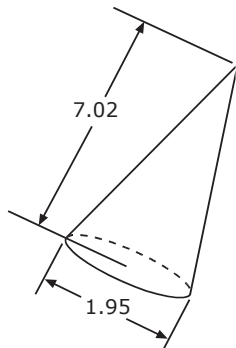
6. It was recently discovered that Cheetahs in a zoo-like environment can be coaxed to run with speeds in a straight line up to 29 meters/second. How fast is this in miles per hour?

7.  $\frac{1}{\sqrt{295 + 170 + 484}} + \left(\frac{1}{\sqrt{16}}\right)^2 =$

8. If the radius of the earth is 3960 miles, the International Space Station (ISS) is currently 217 miles above the earth and traveling at an average speed of 16,850 miles per hour, how long does it take the ISS to circle the earth once?

9.  $4 + 6 + 8 + \dots + 328 =$

10. RIGHT CONE



Volume = ?

Write Answers Here

1. \_\_\_\_\_

2. \_\_\_\_\_ ants/min

3. \_\_\_\_\_ ft

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_ mph

7. \_\_\_\_\_

8. \_\_\_\_\_ min

9. \_\_\_\_\_

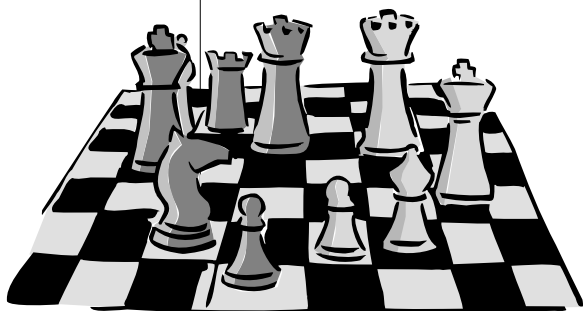
10. \_\_\_\_\_

**These sample questions are taken from 2013-2014 Fall/Winter district test. An actual exam contains 80 fill-in-the-blank questions.**

Answers to Sample Test

1. 419
2.  $4.19 \times 10^2$
3. 20.6
4.  $2.06 \times 10^1$
5. 220
6.  $2.20 \times 10^2$
7.  $-6.31 \times 10^{-15}$
8. 0.174
9.  $1.74 \times 10^{-1}$
10. 64.9
11.  $6.49 \times 10^1$
12. 0.0950
13.  $9.50 \times 10^{-2}$
14. 93.5
15.  $9.35 \times 10^1$
16. 27100
17.  $2.71 \times 10^4$
18. 6.99
19.  $6.99 \times 10^0$

# Chess Puzzle



The benefits of chess are well documented for players of all ages, and especially for young people. Chess teaches problem solving, hones concentration and encourages analytical and strategic thinking. Chess can be a lifelong pursuit. Chess puzzle solving introduces students to the study of chess in a format that can be easily implemented in A+ school programs and district meets.

## Section 1416: CHESS PUZZLE

### (a) REPRESENTATION.

- (1) *Contestants.* Students in second, third, fourth, fifth, sixth, seventh and eighth grades who are eligible under sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of three divisions: (2nd and 3rd), (4th and 5th), (6th, 7th and 8th). With the approval of the district executive committee, a district may have separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* The study of chess teaches analytical thinking, pattern recognition and creativity, which in turn improve student performance in reading, writing, history, geography, and math.
- (2) *Contest Format.* Students will take a 30-minute objective test containing approximately 20 chess puzzles, plus a separate tiebreak-

er section. Answer formats may include fill-in-the-blank, multiple choice and/or true/false.

- (3) *Test.* The league will make available sets of test questions, one test for each division for invitational meets, one test for each division for fall/winter district meets, and one test for each division for spring district meets.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in the contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Timekeeper.* The contest director will serve as official timekeeper and will give only a start and stop signal. A clock should be visible to all contestants.
  - (C) *Graders.* At least three graders should be familiar with the instructions for grading and contest rules. The contest director may recruit more than three graders.
- (2) *Time.* For all divisions, contestants will be given 30 minutes to

- answer all test questions and additional time as specified in the contest instructions for the tiebreaker section.
- (3) *Materials.*
- (A) *Provided by UIL.* Copies of test, answer key and answer sheet.
  - (B) *Provided by the School or Student.* Pens or pencils.
  - (C) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Numbering of Contestants.* Distribute a copy of the test and answer sheet to each contestant. Instructing them not to open test until the start signal is given. As roll is called, instruct students to write their assigned number in the space provided on their answer sheets.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Coaches who are not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Testing.* Inform contestants that answers must be recorded on the answer sheets according to the instructions given. Contestants may write or mark on the puzzle sheet. Contestants should remain in their seats throughout the testing period. When the 30-minute contest period has ended, give the stop signal and ask all contestants to put their pens/pencils down. Collect all test and answer sheets, and distribute a tiebreaker section and answer sheet to each contestant.
  - (4) *Tiebreaker.* When tiebreaker test papers and answer sheets have been distributed, instruct contestants to record all answers on the answer sheet. Give the signal to start. When the tiebreaker period has ended, give the stop signal and ask all contestants to put their pens/pencils down. Collect all tiebreaker test papers and answer sheets.
- (e) **GRADING.**
- (1) *Briefing Graders.* Brief graders on the procedure to be used for grading and explain scoring process..
  - (2) *Criteria.* The test is graded objectively.
  - (3) *Scoring.* Each test shall be scored according to the grading instructions provided. Each test should be independently scored twice, and papers contending to place should be scored a third time.
  - (4) *Ties.* For all contestants involved in a tie, grade the tiebreaker section according to the grading instructions provided. In individual competition, if two or more contestants tie, the contestant with the best tiebreaker score receives the higher place. In team competition, if two or more teams tie, the team with the best combined tiebreaker score for all team members wins the tiebreaker and receives the higher place. If two or more individuals or teams have both the same objective score and the same tiebreaker score, the tie stands and will not be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
  - (5) *Points.* Points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which the tie exists.
- (f) **VERIFICATION PERIOD.** The contest director should designate a time and place for a 15-minute verification period at which time contestants and/or coaches are given the opportunity to view their test papers with official answer keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



Chess Puzzle

## STUDY RESOURCES

**The 2014-2015 Elementary and Junior High Academic Study Materials Booklets include practice tests that were used in last year's competitions.**

**Visit the Chess Puzzle page of the UIL web site for links to online study and practice resources.**

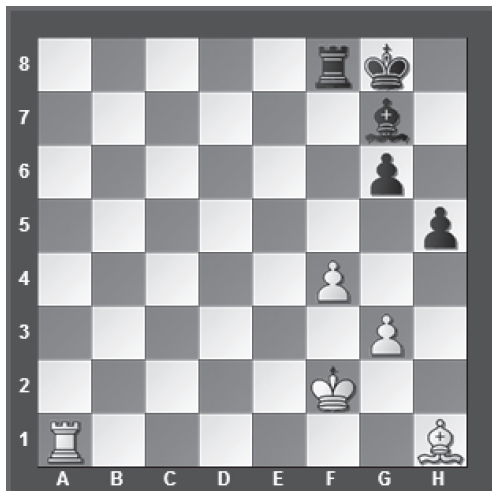


Chess Puzzle

From 2/3 Fall/Winter District Test 2013-2014

These sample test questions are taken from the 2013-2014 Fall/Winter tests for grades 2/3 and 4/5, and the Spring Test for grades 6-8. Actual tests include 20 questions.

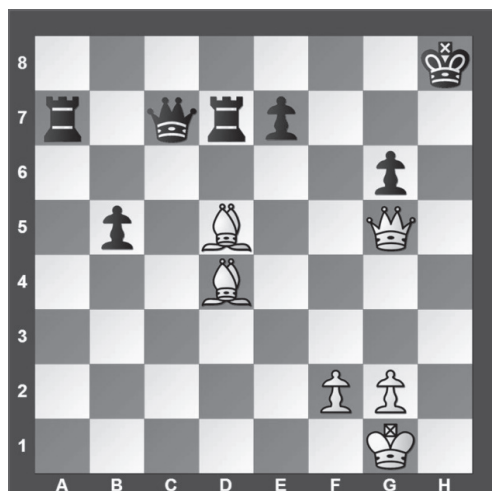
#1. White to move



How can White put Black in check?

- a) ♖a2
- b) ♕d5
- c) ♖a8
- d) White can't check Black.

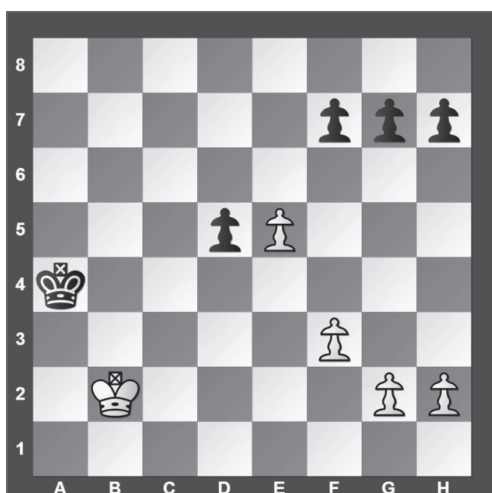
#2. Black to move



Is the black king in check? If so, is it checkmate?

- a) Black is not in check.
- b) Black is in check and in checkmate.
- c) Black is in check but not checkmate.
- d) Black is neither in check nor in checkmate.

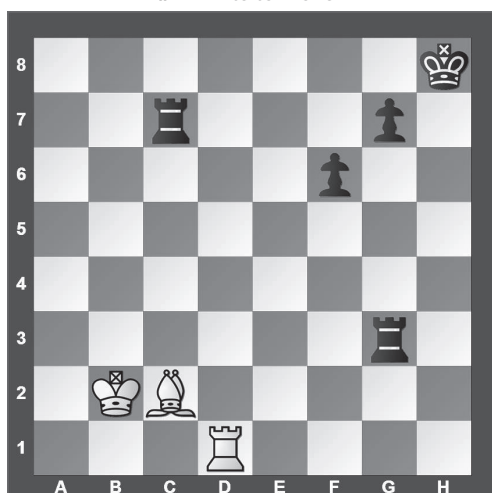
#3. White to move



Black has just played ... d7-d5. Which of the following moves by White are legal?

- a) ♖a3
- b) e×d6 e.p.
- c) ♖b3
- d) None of the above are legal.

#4. White to move



How can White checkmate Black in one move?

- a) ♖h1
- b) ♖d8
- c) ♕h7
- d) White can't checkmate Black in one move.

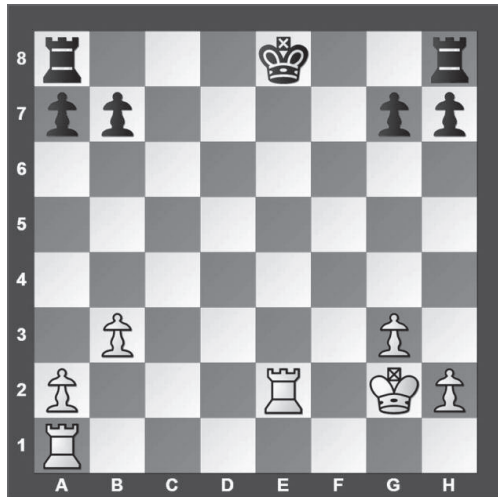
Answers: 1- b 2 - c 3 - b 4 - b

## From 4/5 Fall/Winter District Test 2013-2014



Chess Puzzle

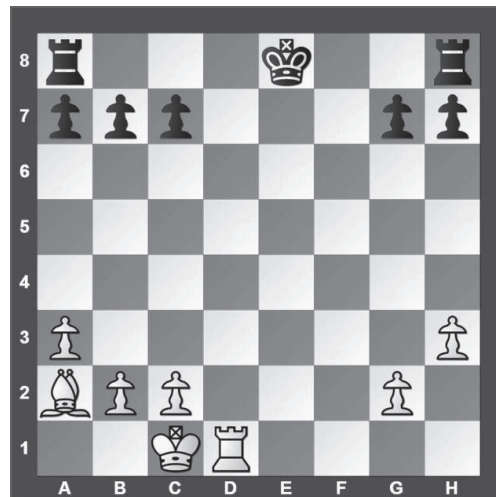
#1. Black to move



It's Black's move. Which moves below are possible?

- a) 0-0 (castles kingside)
- b) 0-0-0 (castles queenside)
- c) ♖f7
- d) All of the above.

#2. Black to move



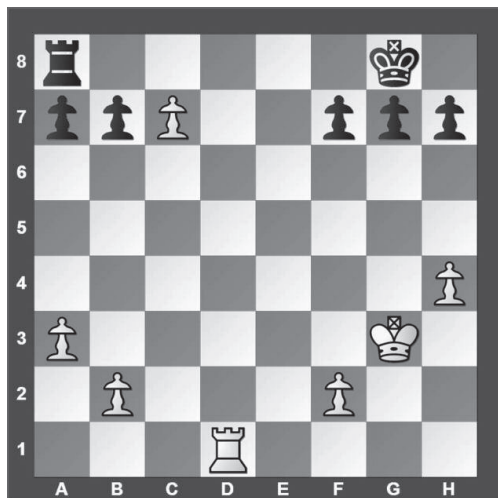
It's Black's move. Which moves below are possible?

- a) 0-0 (castles kingside)
- b) 0-0-0 (castles queenside)
- c) ♖d7
- d) None of the above.

**Test questions use standard algebraic chess notation.**

a8	b8	c8	d8	e8	f8	g8	h8
a7	b7	c7	d7	e7	f7	g7	h7
a6	b6	c6	d6	e6	f6	g6	h6
a5	b5	c5	d5	e5	f5	g5	h5
a4	b4	c4	d4	e4	f4	g4	h4
a3	b3	c3	d3	e3	f3	g3	h3
a2	b2	c2	d2	e2	f2	g2	h2
a1	b1	c1	d1	e1	f1	g1	h1

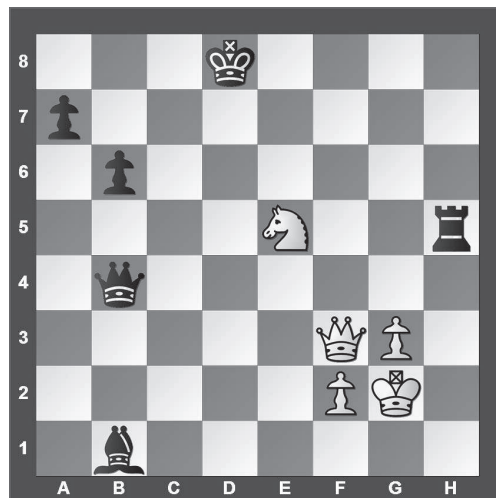
#3. White to move



Choose the best move for White.

- a) c8(♖)
- b) ♜d8
- c) h5
- d) ♜d7

#4. White to move



What White move wins Black's queen?

- a) ♘c6
- b) ♘d3
- c) ♖xh5
- d) None of the above.

**Every square on the chessboard has an "address" made up of a letter and a number.**

Answers: 1 - c   2 - d   3 - b   4 - a

## From 6-8 Spring District Test 2013-2014

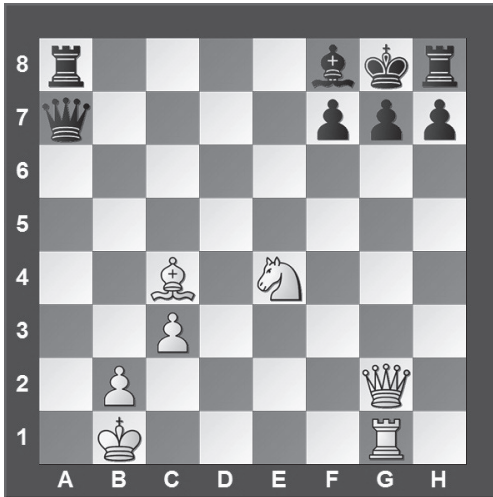


### Chess Puzzle

All test and tiebreaker questions are multiple choice format.

Coaches may serve as graders for Chess Puzzle.

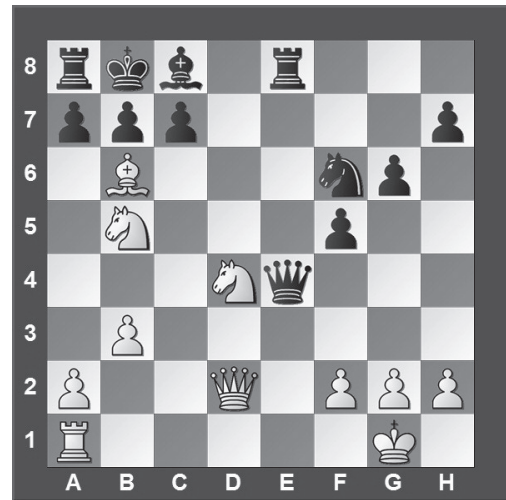
#1. White to move



How does White checkmate Black in one move?

- a) ♖xg7
- b) ♘f6
- c) ♗xg7
- d) White can't checkmate Black in one move.

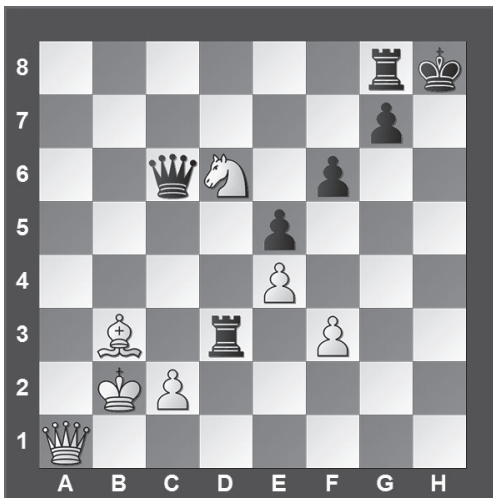
#2. White to move



How does White checkmate Black in one move?

- a) ♗xc7
- b) ♘c6
- c) ♗xa7
- d) White can't checkmate Black in one move.

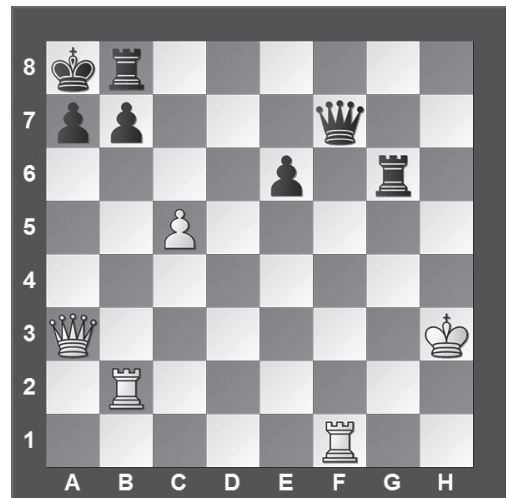
#3. White to move



How does White checkmate Black in one move?

- a) ♘f7
- b) ♖h1
- c) ♗xg8
- d) White can't checkmate Black in one move.

#4. White to move



How can White checkmate Black by force in two moves?

- a) ♖a1 then ♖a7
- b) ♖a2 then ♖a7
- c) ♖xa7 then ♖a1
- d) White can't checkmate Black in two moves.

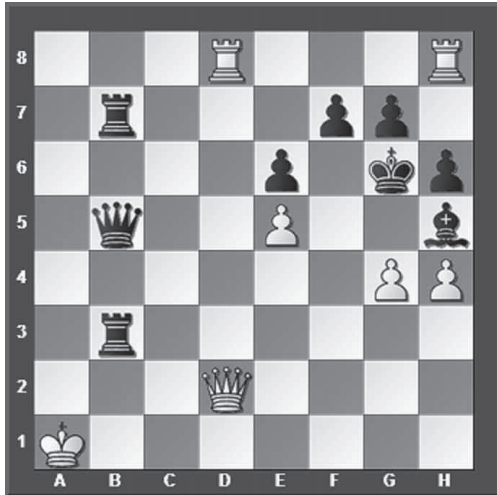
Answers: 1 - b   2 - a   3 - b   4 - c

## From Fall/Winter Tiebreaker (All Grades) 2013-2014



Chess Puzzle

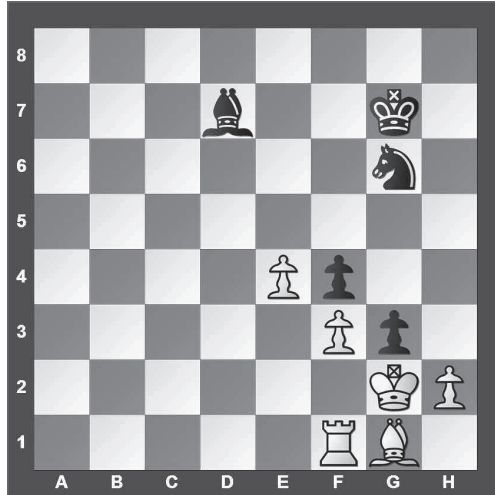
#1. White to move



If White can force checkmate in two moves, what is White's *first* move?

- a)  $g \times h5$
- b)  $Q \times h6$
- c)  $R \times h6$
- d) White can't checkmate Black in two moves.

#2. Black to move

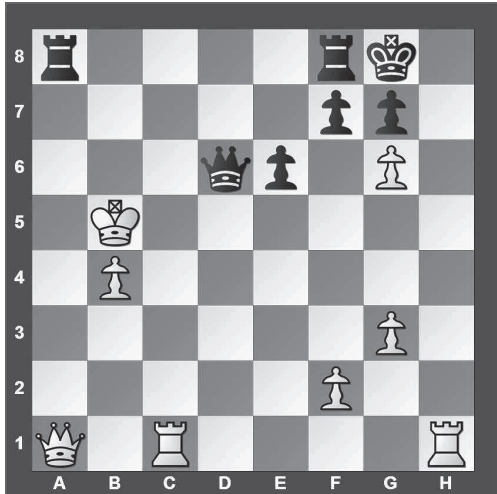


If Black can checkmate White in two moves, what is Black's *second* move?

- a) ...  $\text{N}h4$
- b) ...  $g2$
- c) ...  $Qh3$
- d) Black can't checkmate White in two moves.

**All grade levels take the same tiebreaker. Contestants are not expected to be able to solve all tiebreaker puzzles in the time allotted.**

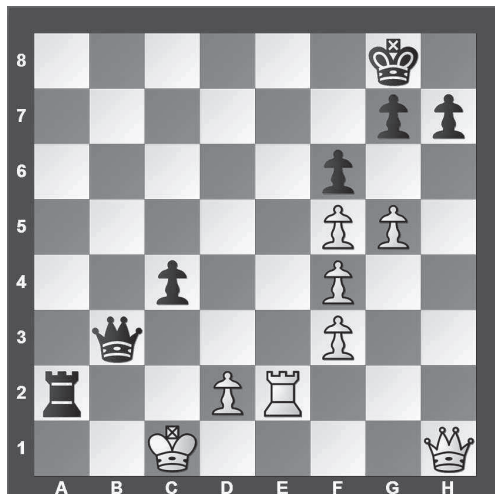
#3. White to move



If White can checkmate Black in five moves, what is his *fourth* move?

- a)  $Qh1$
- b)  $Qh7$
- c)  $Rh7$
- d) White can't checkmate Black in five moves.

#4. Black to move



If White can checkmate Black, how many moves does White need?

- a) 1
- b) 2
- c) 3
- d) White can't checkmate Black.

Answers: 1 - b   2 - b   3 - a   4 - c

# Creative Writing



Creative writing is designed to promote creativity in an academic format and to encourage writing skills at an early grade level. Through preparation for the contest, students will be able to evaluate their own writing and the writing of others.

## Section 1418: CREATIVE WRITING

- (a) REPRESENTATION.
- (1) *Contestants.* Students in the second grade who are eligible under Section 1405 may enter this contest.
  - (2) *Divisions.* This contest will consist of only one division.
  - (3) *Individual Competition.* Each participant school may enter as many as three contestants in the district meet.
  - (4) *Team Competition.* There is no team competition in creative writing.
- (b) NATURE OF THE CONTEST.
- (1) *Summary.* This contest is designed to promote creativity in an academic format and to encourage writing skills at an early grade level. Through preparation for the contest, students will be able to evaluate their own writing and the writing of others.
  - (2) *Contest Format.* Contestants will be given a prompt with several captioned pictures. From these pictures, the students will create an original story based on their selections in 30 minutes. The stories shall contain at least one of the pictured items, but it is not required that all items on the page be included.
  - (3) *Tests.* The League will make available one test for invitational meets, one test for fall/winter districts meets and one test for spring district meets. The contest has no minimum word length.
- (c) CONTEST ADMINISTRATION.
- (1) *Personnel.*
    - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.
    - (B) *Judges (Graders).* A single or an odd number of judges should be familiar with the instructions for grading and the contest rules. They should be qualified and impartial. Judge(s) may not be coaches of participating students. The contest director may recruit as many judges as necessary.
  - (2) *Time Allotted For Contest.* Allow 30 minutes for students to create and write stories.
  - (3) *Materials.*
    - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
      - (i) Prompts and evaluation sheets.
      - (ii) Contest rosters.
      - (iii) Judges' ballots.
      - (iv) Instruction sheet for judges.
    - (B) *Provided by the Host School.* Blank paper.



- (C) *Provided by the School or Student.* Pens, pencils and/or erasers.
  - (D) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Number Contestants.* As roll is called, instruct contestants to place their assigned contestant number in the upper right-hand corner of each blank page. Coaches may assist contestants in this process prior to the contest.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of a viewing period, if one is scheduled. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Distribute Prompts.* Place prompt sheets on the desk in front of each contestant. Read aloud the captions under each picture and the instructions for writing a story. Contestants may use the instruction and prompt pages for notes or ideas. Give students the signal to begin.
  - (4) *Signal to Stop.* At the end of 25 minutes, give a 5-minute warning. At the end of 30 minutes, give a stop signal and ask contestants to put their pencils down. Collect all prompts and contestant papers.
- (e) **JUDGING.**
- (1) *Briefing Judges.* Prior to the contest the director should discuss thoroughly with judges the criteria for evaluating the stories.
  - (2) *Criteria for Judging.*
    - (A) The stories are evaluated as to relative excellence in creativity (60%), organization (30%) and grammatical correctness of style (10%).
    - (B) Interest depends primarily upon substance. It depends next upon clarity and upon including specific details and examples which individualize the story as an outgrowth of the writer's character and experience.
    - (C) A well-organized story will present ideas in a logical and coherent manner.
    - (D) Grammatical correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word usage.
- (3) *Ranking Stories.* Judges shall read the stories and, without marking on the papers, shall rank them in the order of their excellence: 1, 2, 3, 4, etc. The judges should discuss the stories contending for a rank and may alter their decisions as a result of the discussion. Judges are to reach a consensus on the rankings.
- (4) *Ties.* There can be no ties in this contest.
- (5) *Preparing Evaluation Sheets.* Judges shall prepare comments on the Creative Writing Evaluation Sheets for each entry. Comments should reflect the UIL philosophy of judging. Identify and comment first on the positive aspects of the story, then offer constructive criticism. Comments need not be long, but they should be specific rather than general.
- (6) *Points.* Points are awarded through sixth place. See Section 1408 (i).
- (f) **VIEWING PERIOD.** An optional period not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations and stories.
- (g) **OFFICIAL RESULTS.** After the viewing period has ended and all contest papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

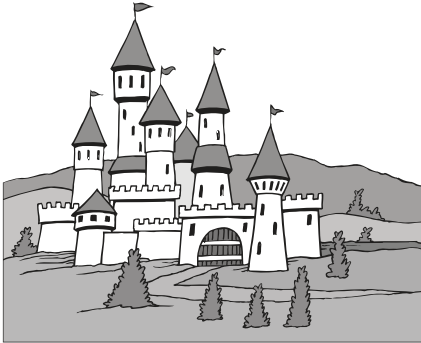




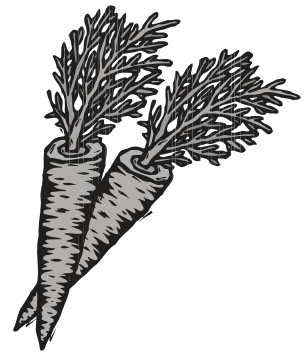
# Creative Writing Contest

Write a story on your own paper. You must write about at least one of the things shown on this page. You may use as many of the pictures as you want.

**This sample prompt is taken from the 2013-2014 Fall/Winter district test.**



castle



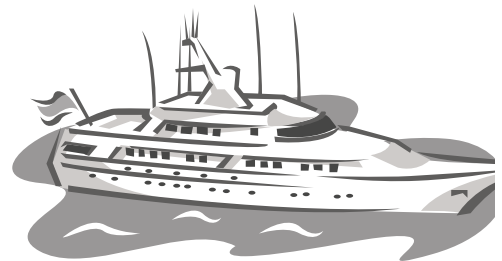
carrots



paintbrush



eagle



boat



# Creative Writing

## Instructions for the Judges

### Instructions

At some convenient time before the contest begins, the director shall discuss with the judges the criteria for evaluating the stories, making sure that they all have the same conception of those criteria and understand the relative importance to be accorded each. Each judge shall be given a copy of the evaluation sheet provided by the League office. Judges should also see the captioned picture prompts contestants were given to use in creating their stories. The stories must contain at least one of the pictured items, but there is no requirement that all items on the prompt page be included.

### Criteria

The stories are to be evaluated as to relative excellence in creativity and interest (60%), organization (30%) and correctness of style (10%). Please make comments constructive and supportive. While judges are to consider all three elements in selecting the most effective stories, more weight should be given to creativity and interest than to organization, and to organization more than to correctness of style.

- (A) Interest depends primarily upon substance. It depends next upon clarity and upon including specific details and examples which individualize the story as an outgrowth of the writer's character and experience.
- (B) A well-organized story will present ideas in a logical and coherent manner.
- (C) Grammatical correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word usage.

### Completing Evaluation Sheets

Comments on the Creative Writing Evaluation Sheet should first identify and focus on the positive aspects of the story and then offer constructive criticism. Comments need not be long, but should be specific rather than general.

### Rating the compositions

Judges shall read all of the stories submitted and, without marking on the manuscripts, shall rank them in order of their excellence; 1, 2, 3, 4, etc. If more than one judge is used, they shall then discuss the stories which have been ranked first through sixth place, any judge being permitted to alter his/her ranking as a result of the discussion. Judges are to reach a consensus in the papers ranked first through sixth.



# Creative Writing

## EVALUATION SHEET

### INSTRUCTIONS

Please read Instructions for the Judges before evaluating second grade Creative Writing contestants' papers. Please make your comments using language understandable to the contestant and make all comments constructive and supportive. While judges are to consider all three elements in selecting the most effective compositions, they should weigh creativity and interest more than organization, and organization more than correctness of style.

Creativity and Interest • 60%

Organization • 30%

Correctness of style • 10%

**Contestant Number** \_\_\_\_\_

**Contestant Name** \_\_\_\_\_

### CONSTRUCTIVE COMMENTS FOR THE CONTESTANT

*Judge's signature* \_\_\_\_\_



# Dictionary Skills



Thorough knowledge of the dictionary is a way to increase a student's ability to find the information that is needed for class work as well as everyday living. The subject matter of all tests is taken from *Merriam-Webster's Intermediate Dictionary*. Contestants may use other dictionaries in the contest, but the correct test answers will be found in the official dictionary.

## Section 1422: DICTIONARY SKILLS

### (a) REPRESENTATION.

- (1) *Contestants*. Students in the fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions*. This contest will consist of two divisions (fifth and sixth; seventh and eighth) unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition*. For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition*. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants competing to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary*. Thorough knowledge of the dictionary is a way to increase a student's ability to find the information that is needed for class work as well as everyday living. The subject matter of all tests is taken from *Merriam Webster's*

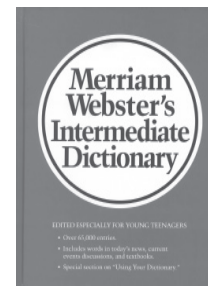
*Intermediate Dictionary*. Contestants may use other dictionaries in the contest. In preparation for this contest, students will develop skills to communicate effectively.

- (2) *Contest Format*. Each test consists of 40 objective questions. Contestants use dictionaries in the competition.
  - (3) *Tests*. One test will be provided for grades 5 and 6; another test will be provided for grades 7 and 8. The League will make available one set of tests for invitational meets, one for fall/winter district meets and one for spring district meets.
- ### (c) CONTEST ADMINISTRATION.
- (1) *Personnel*. All personnel in this contest may be coaches of participating students.
    - (A) *Contest Director*. The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
    - (B) *Graders*. At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may

- recruit more than three graders.
- (2) *Time Allotted For Contest.* Twenty minutes is allowed for the contest.
  - (3) *Materials.*
    - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
      - (i) Tests and answer sheets.
      - (ii) Answer key.
      - (iii) Contest rosters.
    - (B) *Provided by the Host School.* Blank paper
    - (C) *Provided by the Student or School.*
      - (i) Dictionary (which may be tabbed.)
      - (ii) Pens, pencils and/or erasers.
    - (D) *Other.* No other materials or notes may be used in the contest.
  - (d) **CONDUCTING THE CONTEST.**
    - (1) *Number Contestants.* Distribute answer sheets. As roll is called, instruct the contestants to write their assigned contestant number in the upper right-hand corner of the answer sheet.
    - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
    - (3) *Distribute Tests.* Place tests on the desk in front of each contestant, and direct them not to open the test until instructed to do so. Inform contestants that answers should be recorded on the answer sheet, not on the copy of the test. Give contestants a signal to begin.
    - (4) *Signal to Stop.* At the end of 20 minutes give a stop signal and ask contestants to put their pencils/ pens down.
    - (5) *Test Collection.* Collect all tests, answer sheets and note sheets.
  - (e) **JUDGING.**
    - (1) *Briefing Graders.* Brief graders on procedure to be used for grading and explain the scoring process.
    - (2) *Criteria.* The 40-question test is graded objectively. A perfect score is 120.
    - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. For each correct answer, add three points. For each incorrect answer, subtract two points. No deduction is taken for skipped or unanswered items.
    - (4) *Ties.* No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
    - (5) *Points.* Individual points shall be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
  - (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
  - (g) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



## Dictionary Skills



## OFFICIAL DICTIONARY

**Texas  
Educational  
Paperbacks  
3824 Cedar  
Springs Rd. #202,  
Dallas, TX 75219  
phone:  
800-443-2078  
fax:  
800-437-7070  
web:  
www.tepbooks.com**

**NOTE:  
Refer to the  
Dictionary Skills  
page of the UIL  
A+ web site for  
information  
about editions  
of the dictionary  
currently in use.**

**Test questions  
will be based  
on the official  
source. However,  
contestants  
may use older  
editions or other  
dictionaries.**



Dictionary Skills

**From 5/6 Fall/Winter District Test 2013-2014**

**These sample test questions are taken from the 2013-2014 Fall/Winter and Spring Tests for grades 5/6, and the Spring Test for grades 7/8. Actual tests include 40 questions.**

**Answer Key**

- 1. **C**
- 2. **A**
- 3. con-tem-  
po-ra-ne-ous
- 4. **C**
- 5. **C**
- 6. **D**
- 7. **B**
- 8. *felicitousness*
- 9. **A**
- 10. **D**

1. Which of the following is considered to be a Germanic language?
  - A. Greek
  - B. Portuguese
  - C. Frisian
  - D. Polish
  
2. A marquisette is used for all of the following items EXCEPT
  - A. jewelry.
  - B. clothing.
  - C. mosquito nets.
  - D. curtains.
  
3. Divide the word contemporaneous into syllables: \_\_\_\_\_
  
4. A prairie dog is a
  - A. primate.
  - B. feline.
  - C. rodent.
  - D. canine.
  
5. Quisling
  - A. has three syllables.
  - B. is named for a German politician.
  - C. has its origins in World War II.
  - D. is an adjective.
  
6. The city of Syracuse is in
  - A. New Jersey.
  - B. Texas.
  - C. Washington.
  - D. New York.
  
7. A sandlot is likely to be used for
  - A. gardening.
  - B. unorganized sports.
  - C. parking.
  - D. None of the above
  
8. What is the noun form of felicitous? \_\_\_\_\_
  
9. Which of the following is NOT a proper definition of the word mettle?
  - A. a malevolent attitude
  - B. strength of spirit
  - C. staying power
  - D. quality of temperament
  
10. Which of the following could be labeled as monoecious?
  - A. A plant with flowers containing only pistils.
  - B. A plant with flowers containing pistils and stamens.
  - C. A plant with flowers containing only stamens.
  - D. Both A and C



**From 5/6 Spring District Test 2013-2014**



Dictionary Skills

1. Which of the following adjectives does NOT describe a mackinaw coat?
  - A. heavy
  - B. long
  - C. plaid
  - D. woolen
  
2. Which of the following statements about a lira is true?
  - A. It is the basic unit of money of Italy.
  - B. It was the basic unit of money of Turkey until 2002.
  - C. It is the basic unit of money of Turkey.
  - D. It was the basic unit of money of Italy until 2011.
  
3. Under the American number system, how many zeros are in an octillion?
  - A. 27
  - B. 30
  - C. 48
  - D. 24
  
4. Which of the following states is in the Pacific Time Zone?
  - A. Pennsylvania
  - B. Oklahoma
  - C. Montana
  - D. Nevada
  
5. Which of the following is NOT in correct alphabetical order?
  - A. rupiah, rupture, rural, russet
  - B. saguaro, salable, salivary, fallow
  - C. promiscuity, promenade, prolix, promontory
  - D. heliotropism, hellebore, hellion, helm
  
6. What is the noun form of aquiline? \_\_\_\_\_
  
7. Of the following people, who is of Portuguese descent?
  - A. John Synge
  - B. James Whistler
  - C. Madeleine Albright
  - D. Ferdinand Magellan
  
8. Which chemical element has an atomic weight of 55.845?
  - A. iron
  - B. vanadium
  - C. krypton
  - D. potassium
  
9. Which of the following means “with highest distinction”?
  - A. magna cum laude
  - B. summa cum laude
  - C. cum laude
  - D. None of the above

**Answer Key**

1. B
2. C
3. A
4. D
5. C
6. *aquilinity*
7. D
8. A
9. B

**Copies of last year's tests are available as part of the Elementary Academics Materials Study Booklet and the Junior High Academic Materials Study Booklet. Use the order form in the appendix or on the UIL A+ web site to order these study materials.**



Dictionary Skills

**From 7/8 Spring District Test 2013-2014**

1. Which of the following is equivalent to one pound?
  - A. 480 grains
  - B. 12 ounces
  - C. 8 drams
  - D. 200 pennyweights
2. ATM stands for
  - A. automatic transfer machine.
  - B. access to money.
  - C. automatic transfer of money.
  - D. automatic teller machine.
3. Divide the word therapeutic into syllables: \_\_\_\_\_
4. The month of May was named after the ancient Roman goddess of
  - A. spring.
  - B. love.
  - C. peace.
  - D. harmony.
5. Tennessee falls under which of the following time zones?
  - A. eastern time
  - B. mountain time
  - C. central time
  - D. Pacific time
6. An erroneous report is
  - A. supported by a lot of research.
  - B. composed of opinions.
  - C. very factual.
  - D. wrong and inaccurate.
7. An altruistic person is interested in
  - A. the well-being of the environment.
  - B. the welfare of others.
  - C. the state of the economy.
  - D. financial transactions.
8. List the ultima for connoisseur: \_\_\_\_\_
9. Who was awarded the Nobel Prize in 1952?
  - A. Winston Churchill
  - B. Linus Carl Pauling
  - C. Albert Schweitzer
  - D. Niels Bohr
10. With capitalism, prices and production are determined by
  - A. competition in a free market.
  - B. private entities.
  - C. the government.
  - D. None of the above

**Answer Key**

1. **B**
2. **D**
3. *ther-a-peut-ic*
4. **A**
5. **C**
6. **D**
7. **B**
8. *seur*
9. **C**
10. **A**

# Dictionary Skills

## ANSWER SHEET

Grade Level  
(circle one)

5

6

7

8

Contestant # \_\_\_\_\_

1. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

30. \_\_\_\_\_

11. \_\_\_\_\_

31. \_\_\_\_\_

12. \_\_\_\_\_

32. \_\_\_\_\_

13. \_\_\_\_\_

33. \_\_\_\_\_

14. \_\_\_\_\_

34. \_\_\_\_\_

15. \_\_\_\_\_

35. \_\_\_\_\_

16. \_\_\_\_\_

36. \_\_\_\_\_

17. \_\_\_\_\_

37. \_\_\_\_\_

18. \_\_\_\_\_

38. \_\_\_\_\_

19. \_\_\_\_\_

39. \_\_\_\_\_

20. \_\_\_\_\_

40. \_\_\_\_\_



# Editorial Writing

Texas teachers have always looked for ways to improve their students' writing skills. The editorial writing contest will build those skills as well as refine the students' ability to prepare a well-balanced persuasive paper.

## Section 1424: EDITORIAL WRITING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the sixth, seventh and eighth grade who are eligible under Section 1400 may enter this contest.
- (2) *Divisions.* This contest will consist of one division unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* There is no team competition in this contest.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* The purpose of the contest is to stress writing and higher order thinking skills and to teach students the basics of communication necessary in life.
- (2) *Contest Format.* This is a 45-minute contest. Contest materials shall consist of a fact sheet from which participants will develop an editorial.
- (3) *Contest Material.* One prompt will be provided for grades seven and eight. The League will make available one contest prompt for invitational meets, one for fall/winter district meets and one for spring district meets.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.*
  - (A) *Contest Director.* The contest director shall be responsible for preventing any communication between contestants

or any reference on the part of contestants to notes, books or printed material other than a standard bound or electronic thesaurus and/or dictionary. The contest director shall be timekeeper of the contest and give warnings of the time remaining at 15 and 5 minutes, even if the contest is held in a room where a clock is clearly visible to the contestants. When 45 minutes have elapsed from the time the contestants have been instructed to begin the contest, the contest director shall collect all entries.

- (B) *Judges.* The contest director shall select a properly qualified and impartial single judge or an odd number panel of judges. The papers shall be graded in accordance with the list of journalism contest judging criteria.

### (2) *Materials.*

- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

- (i) Prompts.
- (ii) A list of editorial judging criteria. The contest director shall make available copies of the list for review by judges prior to the contest.
- (iii) Contest rosters.

- (B) *Provided by the Student or School.*
  - (i) Blank paper (ruled or plain white.)
  - (ii) Pens, pencils and/or erasers.
- (C) *Other.* Students may use a standard bound or electronic thesaurus and/or dictionary during the contest.
- (d) **CONDUCTING THE CONTEST.**
  - (1) *Number Contestants.* Contestants shall be assembled and seated throughout the room(s). A roll is called. Students should be instructed to write their assigned contestant number in the upper right hand corner of each page and to circle the number. Coaches may assist in this process prior to the contest.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of an optional viewing period, if one is scheduled. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Distribute Prompts.* Place a copy of the prompt in front of each contestant and instruct them not to open the contest material until the start signal is given.
  - (4) *Signal to Stop.* When 45 minutes have elapsed, tell the students to stop writing. Collect all prompts, notes and contestant papers.
- (e) **OPTIONS FOR WRITING.** Contestants may use ruled or plain white paper, standard notebook or typing paper to handwrite their editorials. Students may bring and use their own computers. If contestants choose to use their own computers, they shall bring their own printers, associated hardware, software and paper. Laptop computers are permitted and recommended. Spell check and thesaurus functions may be used if available on computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting. Contestants may use electronic or printed dictionaries and thesauruses. The entry should be written on one side in pencil or ink, or typed on a word

processing computer using any standard 12-point font and one-inch margins on regular sized computer paper. Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director.

- (f) **JUDGING CRITERIA.** Judging criteria shall be enclosed in the contest material requisitioned from the League office. The contest director shall make these criteria available to judges prior to the contest. The following is a general outline of an editorial for judges and contestants:
  - (1) Introduction - presents problem and establishes staff stance.
  - (2) Body supports stance taken.
  - (3) Conclusion.
    - (A) The contestant offers original solutions or suggestions, if warranted.
    - (B) Conclusion restates staff stance.
  - (4) Considerations for Judging.
    - (A) Writing is exact, active and precise.
    - (B) Alternative viewpoints are presented and rebutted when appropriate.
    - (C) Editorial is written in third person, although first person plural may be used when appropriate.
    - (D) Secondary consideration is given to grammar, spelling and neatness.
- (g) **POINTS.** Individual points shall be awarded through sixth place. See Section 1408 (i).
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.





Editorial Writing

# UIL Editorial Writing

A+ Spring District • 2013-2014

**This is a sample prompt for the editorial writing test.**

You are a reporter for the *Leaguetown Press*, the student newspaper of Leaguetown Middle School. From the given information, write an **editorial** as you would for the middle school newspaper. Remember that as an editorial writer you should support or oppose **policy or action**; you should not sermonize.

You have **45 minutes**.

## STATEMENT OF SITUATION

Leaguetown Middle School is located in Central Texas and has an enrollment of 1,150 students in grades 6, 7 and 8. Leaguetown Independent School District includes the city of Leaguetown, as well as a growing number of surrounding developments and communities. Current school district policy prohibits students from using any type of electronic devices while riding school buses. A group of parents of middle and high school students is advocating for a change in this policy to allow students to use their mobile phones, tablets and laptops on the bus rides to and from school.

“Our district is really spread out, so many students have bus rides of 30 minutes or more each way,” said middle school parent Monica Porter. “They ought to be able to use that time productively. Even if they’re just playing games, it would still help them stay quiet and out of trouble. It’s also important that parents are able to communicate with their kids.”

District transportation personnel have defended the current policy based on safety concerns.

“The last thing our drivers need to be dealing with is more potential distractions,” said Jerry Tomkins, district transportation services director. “They already have to do their best to monitor student behavior while also dealing with all the hazards on the road. Students using electronic devices is one more potential source of trouble on the bus, and that takes a driver’s focus away from keeping everyone safe.”

The parent group will formally propose changing the policy at the School Board meeting next Thursday. You are writing for the issue of the *Press* to be distributed on Monday.

## STANCES

### Supporting the parent group proposal

Banning the use of electronic devices on school buses is an outdated policy. Students use devices not only for personal reasons, but also for school assignments. Many students face long bus rides every morning and afternoon, time that would be much better spent working on homework than just staring out the window. Having students occupied with their devices could actually help drivers keep order on the bus.

### Opposing

The first priority of every school bus driver is safety. Keeping the peace on a moving bus is hard enough as it is. Adding electronic devices to the mix creates another potential source of noise, fights and other problems. Drivers need to be able to keep their eyes on the road, not worry about who stole whose iPad. Thirty minutes isn’t that long, and safety matters most.

## UIL Editorial Writing Contest • A+ Spring District • 2013-2014

**(Distribute this sheet to judges prior to judging.)**



Editorial Writing

### **JUDGING INSTRUCTIONS**

In each contestant's editorial, please look for clarity of thought, and if the writer came to a clear conclusion. Remember that many of these writers have not been trained in proper editorial writing. Therefore key considerations should be that they have made a statement of the situation and formed a stance. They should back that stance with examples. Those examples do not have to come from the data sheet. The contestant then should come to a specific solution.

Remember that for purposes of the contest these students go to Leaguetown Middle School. Contestants should not have to specify Leaguetown Middle School, because everyone reading the school paper knows where they go to school. Also, when they refer to the school board they do not have to say "Leaguetown School Board." Again, they know in what city they live.

Judging criteria has been developed to help you score the papers. The criteria are intended to help you evaluate the writing, not as a control over your background in editorial writing or the writing process.

### **SAMPLE EDITORIAL**

Electronic devices are a fact of life for middle school students, and not just for texting or playing games. Students rely on their tablets or laptops for schoolwork as well, and on their mobile phones to keep in touch with their parents and keep up with activities. It makes no sense to ban the use of electronic devices on school buses when these devices are necessary for school and an important part of students' daily lives. The School Board should listen to the proposal from parents at Thursday's meeting and revise this outdated policy.

The school district covers a large area, and it will only get larger as development continues. Because the district is so spread out, many students have to ride the bus 30 minutes or more each way. That is a large chunk of time that could be put to good use. If students had the opportunity to use their tablets or laptops, they could study or work on assignments.

Those who support the current policy banning electronic devices like to talk about safety, suggesting that allowing the devices would increase noise and create fights. However, this is not a situation of small children fighting over their toys. If students are mature enough to use their devices for school assignments, they can also handle using them responsibly on a 30 minute bus ride.

Allowing devices could actually have the opposite effect and increase safety. Students who are occupied with their device, whether doing homework or even just playing games, would be less likely to get into fights or other kinds of trouble. Just like at school, a student who is disruptive could have his or her device taken away.

Rules are important, but they also have to change with the times. Even airlines, where safety is clearly the top priority, are allowing more opportunities for passengers to use electronic devices. Surely the same can happen on school buses. The School Board should implement the parent group's proposal and revise district policy to allow the use of electronic devices on school buses.



# Editorial Writing Evaluation Sheet

\_\_\_\_\_  
*contestant #*

*In order to make this a complete learning experience, judges are asked to complete the evaluation sheet for students.*

	FAIR	GOOD	EXCELLENT
The situation or problem is explained in the first two or three paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The writer takes an obvious stance in the first few paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The writer supports the stance through specific examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The writer presents a logical solution or conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

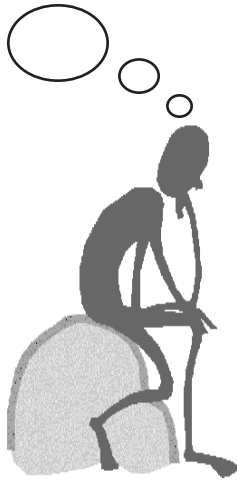
What were the strong points of the editorial?

What were the weak points of the editorial?

What suggestions do you have for improvement?

*Judge's Signature* \_\_\_\_\_





# Impromptu Speaking

Impromptu speaking provides opportunities for students to explore the use of the voice and body in speaking situations, to examine the different purposes for speaking, to organize ideas, to prepare and deliver various speeches and to develop self-confidence.

And it's fun!

## Section 1426: IMPROMPTU SPEAKING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the sixth, seventh and eighth grades who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speech events.
- (2) *Divisions.* This contest will consist of one division unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* There is no team competition in this contest.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest provides opportunities for students to evaluate speeches given by others; to explore the use of the voice and body in speaking situations; to examine the different purposes for speaking; to organize ideas; to prepare and deliver various speeches; and to develop self-confidence.
- (2) *Contest Format.* Contestants will draw three topics and have three minutes to prepare a speech, which shall be presented without any notes. The contest gives participants experience in thinking, organizing, formulating

clear thoughts and effectively delivering those thoughts to an audience. Contestants may not use costumes or props in the contest.

- (3) *Topics.* The League will make available one set of topics for invitational meets, one set of topics for fall/winter district meets and one set of topics for spring district meets.

### (c) PREPARATION.

- (1) *Topics.* Topics, which may be serious or humorous in nature, will be designed to include subjects that are familiar to the student. Several practice topics are listed in the *A+ Handbook*.
- (2) *Practice.* Students may prepare for the contest by designing topics similar to ones used in the contest and speaking to classes and groups.

### (d) CONTEST ADMINISTRATION.

- (1) *Personnel.*
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.
  - (B) *Timekeeper.* A timekeeper

**At the district meet, students may enter no more than two speaking events.**



## Impromptu Speaking

**See pages 18-21 of the A+ Handbook or How to Host an A+ Meet on the UIL web site for instructions on creating preliminary sections and determining ranks.**

er should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or timecards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.

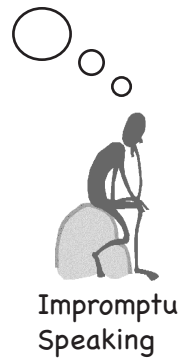
- (C) *Judges.* The contest director may recruit one judge or an odd-numbered panel of judges for each section. Judges may not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
- (2) *Creating Sections.* A section shall consist of no more than eight contestants. If nine or more students enter impromptu speaking, they shall be divided into sections using the guidelines in Section 1003. Districts may create smaller sections when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.
- (3) *Materials.*
- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- (i) Evaluation sheets.
  - (ii) One set of topics for the preliminary rounds.
  - (iii) One set of topics for the final round.
  - (iv) Judges' Ballots.
  - (v) Contest Director's Ranking Sheet for a panel of judges.
  - (vi) Contest rosters.
- (B) *Provided by the Host School.* Blank paper.
- (C) *Provided by the School or Student.* Pens, pencils and/or erasers to be used to organize ideas during preparation.
- (D) *Other.* No other materials or notes may be used in the contest.
- (4) *Time Allotted for Contest.* The maximum time limit for each speech is five minutes. There is no minimum time limit.
- (e) **CONDUCTING THE CONTEST.**
- (1) *Drawing Topics.* One at a time, contestants will draw three topics, select one and return the other two to the container. Contestants will be given three minutes to prepare. Blank paper may be used to organize ideas during preparation; however, notes may not be used during the speech. Contestants may remain in the contest room.
- (2) *Speaker Order.* Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.
- (3) *Time Limit Penalty.* Students who exceed the allotted five minutes shall be penalized one rank. For example, if the judges rank a student second who has gone overtime, that student shall be assigned third place and the student who was ranked third will be given second place.
- (4) *Coaching.* No speaker may be coached or prompted in any manner during the presentation.
- (5) *Audience.* Audiences are permitted. Audiences should be instructed to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.
- (f) **JUDGING.**
- (1) *Briefing Judges.* Judges should be encouraged to give students written evaluations on the Impromptu

Individual Evaluation Sheet. Oral critiques are optional, but when given, should be directed to the group as a whole, acknowledging good points and giving suggestions for improvement.

- (2) *Criteria.* Judges should be instructed to use the following criteria in ranking the contestants:
    - (A) effectiveness of delivery;
    - (B) organization of ideas; and
    - (C) overall impression of the speech.
  - (3) *Ranking the Contestants.* See Section 1003.
  - (4) *Ties.* There can be no ties in this competition.
  - (5) *Questions.* Questions should be made to the contest director before the decision of the judges is announced as official. The decisions of the meet officials in these matters are final.
  - (6) *Points.* Points are awarded through sixth place according to Section 1408 (i).
- (g) **VERIFICATION PERIOD.** If a panel of judges is used, a verification period should be provided. Unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The decisions of the judges are not subject to question.
- (h) **OFFICIAL RESULTS.** The contest director shall announce the official results. Official results, once announced, are final.
- (i) **RETURNING EVALUATIONS.** Evaluation sheets may be viewed by contestants during the ballot verification period. Ballots shall be returned to the contest director at the end of the verification period. No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

## Sample Topics

- \* My favorite movie is...
- \* If I could be any animal, I would be...
- \* If I could teach a dog any trick, it would be...
- \* My favorite snack is...
- \* Money cannot buy happiness because...
- \* The two most important traits in a friend are...
- \* The best thing to do on a cold winter's day is...
- \* Life is like riding a bicycle because...
- \* If I had a magic wand, I would...
- \* You should not judge another person before walking in his or her shoes because...
- \* My favorite teacher is...
- \* Being optimistic means...
- \* If a snake could talk, it would say...
- \* The perfect vacation is...
- \* When I am scared, I...
- \* If I was famous, I would...
- \* A conflict that is happening in another country is...
- \* The wind is like gossip because...
- \* The best invention so far is...
- \* An experience I learned something from is...
- \* Teachers are/are not paid enough because...
- \* One item I could not live without is...
- \* The secret of happiness is...
- \* You should always listen to your heart because...
- \* Qualities of a good student are...
- \* My dream job is...
- \* In the future, cars will be able to...
- \* A true hero is someone who...
- \* If aliens invaded the planet, I would...
- \* A time when I have had to compromise was when...



**These sample topics are taken from the 2013-2014 Spring district contest.**



# Impromptu Speaking

## EVALUATION SHEET

### INSTRUCTIONS

Contestants should be evaluated and ranked based on effectiveness of delivery, organization of ideas and the overall impression of the speech. Students draw three topics and have three minutes to prepare a speech. The maximum time limit for speaking is five minutes. There is no minimum time limit. Topics may be serious or humorous in nature. Note cards may not be used during the presentation. Please make your comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

**Speaker Number** \_\_\_\_\_

**Speaker Name** \_\_\_\_\_

**Section** \_\_\_\_\_

**Topic** \_\_\_\_\_

### CRITERIA

Evaluate the contestant in each category. Do NOT total these numbers to determine rank in the round. They are only designed to give the contestant an indication of strengths and weaknesses.

QUESTION	NEEDS WORK	GOOD	SUPERIOR		
1. Was the presentation organized clearly and effectively?	1	2	3	4	5
2. Was the speaker's delivery smooth and articulate?	1	2	3	4	5
3. Did the student have adequate eye contact?	1	2	3	4	5
4. Did the student have a creative approach to the topic?	1	2	3	4	5
5. Was the speaker poised and confident?	1	2	3	4	5
6. Did the speaker have vocal variety?	1	2	3	4	5
7. Was the speaker interested and enthusiastic?	1	2	3	4	5
8. Did the speaker communicate with the audience?	1	2	3	4	5

### WRITTEN EVALUATION

Comments should be constructive and supportive.

*Judge's signature* \_\_\_\_\_



# JUDGE'S MASTER BALLOT

**CIRCLE EVENT:** Impromptu Speaking    Modern Oratory    Oral Reading    Storytelling

## INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

**DISTRICT** \_\_\_\_\_ **SECTION** \_\_\_\_\_

**GRADE LEVEL** \_\_\_\_\_ **ROUND**     Prelims     Finals

<b>SPEAKER NUMBER</b>	<b>NAME</b>	<b>TITLE</b>	<b>JUDGE RANK</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

*Judge's signature* \_\_\_\_\_

MAKE A COPY OF THIS FORM FOR EACH JUDGE



# Contest Director's Ranking Sheet for a panel of judges in speaking events

**EVENT** \_\_\_\_\_

**SECTION**    I        II        III        IV        FINALS

**BEFORE RANKING, CHECK THE FOLLOWING**

- Evaluation sheets have ranks       Speaker order       Length of presentation

**CRITERIA FOR DETERMINING PLACES AND BREAKING TIES**

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalentents

**NOTES**

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

Speaker Number	Judge I	Judge 2	Judge 3	Totals	Preference*	Decimal Value*	Rank
1							
2							
3							
4							
5							
6							
7							
8							

\* Judges' preference and decimal values are used only to break ties.

# Listening



The listening contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. The contest provides a challenging format to test the improvement of their listening abilities, and encourages students to develop the foundation skills they will need through out their lives, both in and out of the classroom.

**NOTE:** The contest includes some short answer, fill-in-the-blank questions. Scoring awards 3 points for each correct answer, and subtracts 2 points for each incorrect answer. No points are deducted for unanswered questions.

## Section 1430: LISTENING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions (fifth and sixth; seventh and eighth) unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. It also provides a challenging format to test the improvement of their listening abilities. Through preparation for the contest,

participants will listen to a variety of material and learn to evaluate and critically analyze a speaker's message. Tests will include, but are not limited to, language arts, fine arts, natural sciences and social studies. The objective tests will measure skills such as identifying the main idea and supporting ideas, listening for details, drawing conclusions and distinguishing fact from opinion.

- (2) *Contest Format.* Contestants will listen to a script ranging from approximately seven to 10 minutes in length, take notes as needed, and use their notes to answer 25 multiple choice, fill-in-the-blanks and true/false test questions. A variety of subject matter will be used for the listening tests.
- (3) *Tests.* The League will make available one test for each division for invitational meets, one test for each division for fall/winter district meets and one test for each division for spring district meets.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students except the script reader. The reader may not be a coach of any contestant entered in the contest.

**No points should be deducted for misspelling if graders determine the answer is correct.**



## Listening

- (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Script Reader.* The contest director may serve as the script reader or may appoint a qualified person to act in this capacity. The script reader should be given the test script well in advance of the contest. Contest directors may choose to administer the test by using a recording of test material, but contest directors are responsible for creating the recording before the contest. The UIL does not provide recorded contest scripts.
  - (C) *Timekeeper.* An official timekeeper will give only start and stop signals. The contest director may serve as the official timekeeper.
  - (D) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.
- (2) *Time.* Time should be scheduled to read the script and distribute tests. Then, students will have 10 minutes to answer test questions.
  - (3) *Materials.*
    - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
      - (i) Tests and answer blanks.
      - (ii) Test script.
      - (iii) Answer key.
      - (iv) Contest rosters.
    - (B) *Provided by the Host School.* Blank paper for note taking.
    - (C) *Provided by the School or Student.* Pens, pencils and/or erasers.
    - (D) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
    - (1) *Number Contestants.* Distribute answer sheets. As roll is called, instruct students to write their assigned contestant number in the space provided on the answer sheets.
    - (2) *Clear the Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches who are not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Read Script.* The script reader should read the script clearly and distinctly, following the script's time markings, or play the recorded script. The students may take notes on the blank sheets of paper.
  - (4) *Distribute Tests.* When the script reader has finished reading the script or playing the recording, the contest director should place a copy of the test questions in front of contestants, and direct them not to open the tests until instructed to do so. Inform the contestants that all answers should be recorded on the answer sheet, not on the copy of the test. Contestants may use their notes during the test.
  - (5) *Time.* The contestants will be given 10 minutes to answer the test questions.
  - (6) *Test Collection.* When the stop signal has been given, the contest director shall have all contestants place their pencils on their desks and then collect all tests, answer sheets and notes. The contest director is responsible for destroying all copies of the script.
- (e) **JUDGING.**
    - (1) *Briefing Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
    - (2) *Criteria.* The 25-question test is graded objectively. A perfect score is 75.
    - (3) *Scoring.* Each test shall be independently scored twice, and papers contending to place should be scored a third time. Award three points for every correct answer. Deduct two points for every incorrect answer. There shall be no deduction of points for unanswered questions.
    - (4) *Ties.* No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
    - (5) *Points.* Individual points are to be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points





## Listening

- equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** The contest director should designate a time and place for a 15-minute verification period at which time contestants and/or coaches are given the opportunity to view their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

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## Peanuts

1:00

Did you know that the peanut is not a nut at all? It's in the legume family. Some other familiar names for it are goobers, ground pea, guinea seed, and monkey nut. Peanuts were known as early as 950 B.C. It is believed that they originated in Peru or Brazil in South America. There are no fossil records to prove this, but there is evidence that people in South America made pottery in the shape of peanuts or decorated jars with peanuts as far back as 3,500 years ago. European explorers first discovered peanuts in Brazil. As early as 1500 B.C., the Incas of Peru used peanuts as sacrificial offerings and entombed them with their mummies to aid in the spirit life. Tribes in central Brazil also ground peanuts with maize to make an intoxicating beverage for celebrations. Peanuts were grown as far north as Mexico when the Spanish began their exploration of the new world. Early explorers and missionaries carried them from Brazil to Africa and Asia. The Portuguese transplanted peanuts to West Africa while the Spaniards introduced them to the Philippines. In Africa the plant became common in the western tropical region. The peanut was regarded by many Africans as one of several plants possessing a soul. It is believed that Africans and African traders were the first people to introduce peanuts to North America beginning in the 1700s. When Africans were brought to North America as slaves, peanuts came with them. Colonial traders used the peanuts as food aboard ships as they were cheap and a high food value. Peanuts became a staple of the African slaves on their voyages to America. Slaves planted peanuts throughout the southern United States.

In the 1700's, peanuts, then called groundnuts or ground peas, were studied by botanists and regarded as an excellent food for pigs. Records show that it wasn't until the early 1800s that peanuts were grown as a commercial crop in the United States. They were first grown in South Carolina and Virginia and used mainly for oil, food and as a cocoa substitute. At this time, peanuts were regarded as a food for livestock. The first commercial peanuts in North Carolina were grown in the Wilmington, North Carolina area beginning around 1818. However, until 1900 peanuts were not extensively grown, partially because they were regarded as food for the poor, and because growing and harvesting were slow and difficult until labor-saving equipment was invented around the turn of the century. The first notable increase in U.S. peanut consumption came in 1860 with the outbreak of the Civil War. The

**This sample script is taken from the 2013-2014 Grade 5 & 6 Fall/Winter District Test.**



## Listening

2:00

War Between the States helped change the peanut status. Both armies subsisted on this food source high in protein. Peanut production steadily grew the first half of the nineteenth century. Peanuts became prominent after the Civil War when Union soldiers found they liked them and took them home.

Their popularity grew in the late 1800s when PT Barnum's circus wagons traveled across the country and vendors called "hot roasted peanuts!" to the crowds. Soon street vendors began selling roasted peanuts from carts, and peanuts also became popular at baseball games. Peanuts were commonly eaten as a snack food. While peanut production rose during this time, peanuts were still harvested by hand, leaving stems and trash in the peanuts. Thus, poor quality and lack of uniformity kept down the demand for peanuts

Around 1900, labor-saving equipment was invented for planting, cultivating, harvesting and picking peanuts from the plants, as well as for shelling and cleaning the kernels. With these significant mechanical aids, demand for peanuts grew rapidly, especially for oil, roasted and salted nuts, peanut butter and candy.

3:00

In the early 1900s peanuts became a significant agricultural crop when the boll weevil threatened the South's cotton crop. Farmers were faced with boll weevils decimating their cotton crop—which was their mainstay. At about the same time, botanist George Washington Carver arrived at Tuskegee Institute in Alabama. George Washington Carver began his research into peanuts in 1903. It was this research that would lead him to discover improvements in horticulture and the development of more than 300 uses for peanuts including shoe polish and shaving cream. The talented botanist recognized the value of the peanut as a cash crop and proposed that peanuts be planted as a rotation crop in the Southeast cotton-growing areas. Farmers listened and the face of southern farming was changed forever. For his work in promoting its cultivation and consumption, Carver is considered the father of the peanut industry.

Peanuts and peanut butter became an integral part of the Armed Forces rations in World Wars I and II. It is believed that the U.S. army popularized the peanut butter and jelly sandwich for sustenance during maneuvers in World War II. Peanuts' popularity grew as a result of its popularity with Allied forces and with the growth of the U.S. population as a result of the post-war baby boom.

4:00

Today peanuts contribute over four billion dollars to the U.S. economy each year and are an important crop in Virginia, North Carolina, Georgia, Oklahoma and Texas. Although the U.S. is a major exporter of edible peanuts to various countries around the World, they are grown commercially in countries as far flung as Africa, China, Australia and Argentina. Peanuts are the 12th most valuable cash crop grown in the United States with a farm value of over one billion U.S. dollars, according to The American Peanut Council. Peanuts, peanut butter and peanut candy are some of the most popular products in the United States. Every year Americans consume an average of 12 LBS. of peanuts per person worth more than \$2 billion at the retail level. Peanut butter accounts for about half of the U.S. edible use of peanuts—accounting for \$850 million in retail sales each year. It is a popular sandwich spread, for children and adults, because it is both nutritious and economical.



## Listening

5:00

There is evidence that ancient South American Inca Indians were the first to grind peanuts to make peanut butter. In the United States, Dr. John Harvey Kellogg invented a version of peanut butter in 1895. It is believed that a St. Louis physician may have then developed a version of peanut butter as a protein substitute for his older patients who had poor teeth and couldn't chew meat. Peanut butter was first introduced at the St. Louis World's Fair in 1904. Peanut paste was sold for six cents per pound. In 1908, Krema Products Company in Columbus, Ohio, began selling peanut butter and is the oldest peanut butter company still in operation today. In 1903, Dr. Ambrose Straub of St. Louis, Missouri, patented a peanut-butter-making machine. In 1922, chemist Joseph Rosefield invented a process for making smooth peanut butter that kept the oil from separating by using partially hydrogenated oil. In 1928 he licensed his invention to the company that created Peter Pan peanut butter. And in 1932 he began producing his own peanut butter under the name Skippy.

The largest peanut producing state in the United States is Georgia with 45% of U.S. production in 2006. Texas is the second largest peanut producing state in the nation. Commercial production of peanuts began in Texas about 1906, when four or five carloads was grown, thrashed, and sold to a peanut oil, butter, and confectionery factory at Paris in Lamar County. This factory was the first factory of its kind in the state. In 1907 about thirty carloads was produced. By 1908 production had reached 150 carloads; and in 1909 farmers harvested 48,000 acres for a yield of 26,400,000 pounds. Three peanut factories had been established by 1910. During this period of the industry Lamar, Fannin, Red River, and Jones counties were the largest producers. The yield varied from twenty-five to 100 an acre and sold for an average of seventy cents a bushel. In 2008, Texas peanut farmers produced 860 million pounds of peanuts on 257,000 acres, making it the largest crop in the state's history. Last year, state peanut farmers planted approximately 160,000 acres and produced nearly 400 million pounds of peanuts.

6:00

The Texas peanut industry is now worth more than \$1 billion to the state's economy. Peanut farmers, shellers, equipment dealers, manufacturers and labor make up a portion of the industry that has become so valuable to Texas. The little legume originally thought to be good for pigs and livestock has come into its own.



## Listening

**This sample test is the 2013-2014 Grade 5 & 6 Fall/Winter District Test.**

### ANSWER KEY

#### Multiple Choice

1. d
2. a
3. b
4. b
5. b
6. a
7. c
8. b
9. c
10. 45
11. 860
12. a
13. a
14. 1922
15. d
16. c
17. a
18. a

#### True/False

19. T
20. T
21. F
22. T
23. T
24. F
25. F

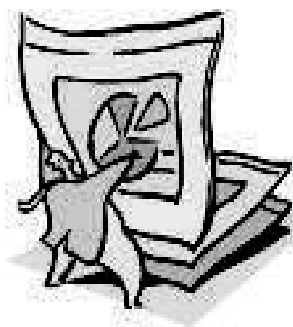
## Peanuts

1. All of the following have been used as names for the peanut except
  - a. goober.
  - b. monkey nut.
  - c. ground pea.
  - d. soy bean.
2. Every year the average American consumes an average of \_\_\_\_\_ of peanuts.
  - a. 12 pounds
  - b. 6 quarts
  - c. 8 bags
  - d. 10 pounds
3. Texas is the \_\_\_\_\_ largest peanut producing state in the nation.
  - a. 1st
  - b. 2nd
  - c. 3rd
  - d. 4th
4. Peanut butter was first introduced at the St. Louis World's Fair in
  - a. 1808.
  - b. 1904.
  - c. 1928.
  - d. 1930.
5. In the late 1800s, the lack of demand for peanuts was mainly due to
  - a. difficulty in growing and harvesting the crop efficiently.
  - b. the amount of trash left alongside the peanut after harvesting.
  - c. limited uses for the legume.
  - d. the lack of factories to package them for sale.
6. George Washington Carver was important to farming in the South because he
  - a. convinced farmers to rotate farming peanuts and cotton.
  - b. found the cure to the boll-weevil blight in the early 1900's.
  - c. encouraged farmers to use peanuts for fertilizer.
  - d. researched the peanut and came up with many uses for it.
7. At the St. Louis fair, peanut paste sold for
  - a. 5 cents per spoonful.
  - b. 12 cents per ounce.
  - c. 6 cents per pound.
  - d. 10 cents per pound.
8. The oldest peanut butter company in operation today is
  - a. the Skippy company.
  - b. the Krema Products Company.
  - c. Peter Pan.
  - d. Ambrose Straub Company.
9. In 1903, a peanut-butter-making machine was patented by
  - a. Dr. Joseph Rosefiel
  - b. John Harvey Kellogg.
  - c. Dr. Ambrose Strau
  - d. Richard Wright.
10. On average, the state of Georgia produces about \_\_\_\_\_% of all peanuts grown in the United States.
11. In 2008, Texas peanut farmers produced \_\_\_\_\_ million pounds of peanuts on 257,000 acres, making it the largest crop in the state's history.
12. There is evidence that people in South America made pottery in the shape of peanuts or decorated jars with peanuts as far back as
  - a. 3500 years ago.
  - b. 4000 years ago.
  - c. 4500 years ago.
  - d. 5000 years ago.
13. Peanuts were popular with colonial traders in the 1700s because they were
  - a. inexpensive and had high food value.
  - b. easy to process and traveled well.
  - c. necessary for feeding livestock on the ships.
  - d. a favorite of sailors and passengers.
14. Chemist Joseph Rosefield invented a process for making smooth peanut butter that kept the oil from separating in the year \_\_\_\_\_.
15. The first commercial peanuts were grown in the United States beginning around 1818 in
  - a. Atlanta, Georgia.
  - b. Charleston, South Carolina.
  - c. Williamsburg, Virginia.
  - d. Wilmington, North Carolina.
16. It is believed that peanuts originated in either Peru or
  - a. Argentina.
  - b. Mexico.
  - c. Brazil.
  - d. West Africa.
17. Although the U.S. is a major exporter of edible peanuts to various countries around the World, they are grown commercially in Africa, China, Argentina and
  - a. Australia.
  - b. Italy.
  - c. Turkey.
  - d. Peru.
18. Although commercial production of peanuts began in 1906, in 1909 farmers harvested \_\_\_\_\_ acres of peanuts for a yield of 26,400,000 pounds.
  - a. 48,000
  - b. 52,000
  - c. 65,000
  - d. 70,000

#### True/False

19. Evidence suggests that ancient South American Inca Indians were the first to grind peanuts to make peanut butter.
20. A early version of peanut butter was developed as a protein substitute for older patients who had poor teeth and couldn't chew meat.
21. Peanut butter accounts for about one third of the U.S. edible use of peanuts accounting for \$150 million in retail sales each year.
22. The peanut was regarded by many Africans as one of several plants possessing a soul.
23. Around 1900, labor-saving equipment was invented for planting, cultivating, harvesting and picking peanuts from the plants, as well as for shelling and cleaning the kernels.
24. For his work in promoting its cultivation and consumption, George Washington Carver is considered the inventor of the peanut butter industry.
25. In 1932, Dr. John Harvey Kellogg began producing his own peanut butter under the name Skippy.

# Maps, Graphs, and Charts



The maps, graphs and charts contest is designed to help students learn to obtain information from a variety of maps, graphs and charts including world maps, pie charts, bar graphs and local area maps. Tests will include previously published maps as well as charts, graphs and maps the students will never have seen before. The objective test will measure skills such as using a reference book to locate information, making comparisons, estimating and approximating, using scale and interpreting legends and keys.

## Section 1434: MAPS, GRAPHS & CHARTS

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions, one for grades 5 and 6 and one for grades 7 and 8. With the approval of the district executive committee, a district may have separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest is designed to help students learn to get information from a variety of maps, graphs and charts including world maps, pie charts, bar charts and local area maps. The objective test will measure skills such as using an atlas as a reference book to locate information, making comparisons, estimating and approximating, using scale and interpreting grid systems, legends and keys.

- (2) *Contest Format.* Students will be given an objective test containing approximately 75 multiple choice, true/false and fill-in-the-blank questions which shall be answered in 45 minutes.

- (3) *Tests.* Subject matter used for the test will be taken from the *Nystrom Desk Atlas*, available through Nystrom, a division of Herff Jones, Inc. and the League. Contestants may use other atlases in the contest. Tests will also include some combination of other maps, graphs and/or charts that students have never seen before. The atlas and the test will contain the information needed to answer the objective test questions.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Timekeeper.* The contest director will serve as the official timekeeper and will give only a start and stop signal.
  - (C) *Graders.* At least three graders should be familiar with

## Q&A

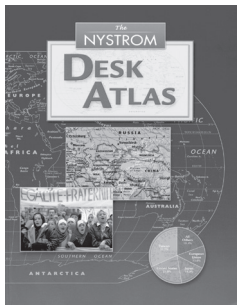
Q: Are tabbed atlases allowed?

A: Yes.



## Maps, Graphs & Charts

Subject matter for a portion of the contest will be taken from the *Nystrom Desk Atlas*, which may be purchased from Nystrom or from the UIL.



**NYSTROM**  
4719 West 62nd St.  
Indianapolis, IN  
46268

ph: (800) 621-8086  
fax: (317) 329-3305  
order@herffjones-  
nystrom.com

the instructions for grading and the contest rules. The contest director may recruit more than three graders.

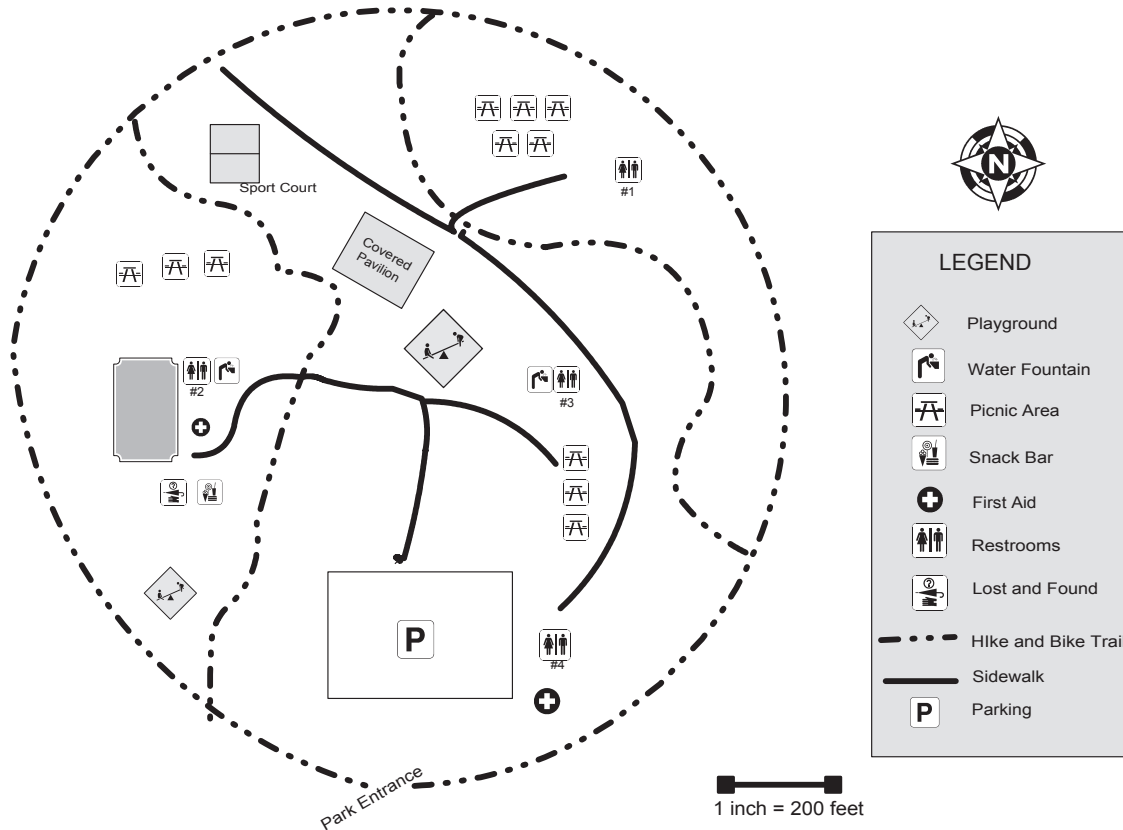
- (2) *Time.* In both divisions, contestants will be given 45 minutes to answer the test questions.
- (3) *Materials.*
  - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
    - (i) Printed tests.
    - (ii) Answer key.
    - (iii) Contest rosters.
  - (B) *Provided by the School or Student.*
    - (i) Atlas (which may be tabbed.)
    - (ii) Pens, pencils, rulers, erasers and/or pencil sharpener.
  - (C) *Provided by the Host School.* Blank paper.
  - (D) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
  - (1) *Number Contestants.* Distribute a copy of the test to the contestants, instructing them not to open the test until the start signal is given. As roll is called, instruct students to write their assigned contestant number in the space provided on the cover sheets.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Coaches who are not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Testing.* Inform contestants that answers should be recorded in the blanks provided on the tests. Students may write or mark on the maps, graphs, charts and margins as needed.
  - (4) *Test Collection.* When the stop signal has been given, ask all contestants to put their pencils down. Collect all tests. All note sheets should be collected and destroyed after official results are announced.
- (e) **GRADING.**
  - (1) *Brief Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
  - (2) *Criteria.* The test is graded objectively.
  - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. Award three points for each correct answer. Deduct two points for each incorrect answer. There shall be no deduction of points for unanswered questions.
  - (4) *Ties.* No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
  - (5) *Points.* Points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** The contest director should designate a time and place for a 15-minute verification period at which time contestants and/or coaches are given the opportunity to view their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

# Maps, Graphs & Charts

## Sample Test Questions



Maps, Graphs & Charts



The sample questions on this page and the next page are taken from the 2013-2014 Fall/Winter district test for students in grades 5-6. An actual exam has 75 questions.

Central City Park  
555 North Rose Blvd.  
Anycity, Texas

Call (333) 876-0090 for reservations

### Answer Key:

- One
- Call (333) 876-0090
- A solid black line
- 2
- c. The parking lot
- 200 feet
- 555 North Rose Blvd.
- a. The swimming pool
- three

- \_\_\_\_\_ 1. How many park entrances are shown on the map?
- \_\_\_\_\_ 2. How can you make reservations to use the covered pavilion?
- \_\_\_\_\_ 3. What represents a sidewalk?
- \_\_\_\_\_ 4. How many playgrounds are in the park?
- \_\_\_\_\_ 5. Which of the following is south of restroom number 3?
  - The covered pavilion
  - The swimming pool
  - The parking lot
- \_\_\_\_\_ 6. One inch on the map scale is equivalent to how many feet?
- \_\_\_\_\_ 7. What is the street address of Central City Park?
- \_\_\_\_\_ 8. Which of the following map feature is closest to the park snack bar?
 

a. The swimming pool	c. Restroom #4
b. The covered pavilion	d. The park entrance
- \_\_\_\_\_ 9. How many picnic areas are north of the swimming pool?



## Use your atlas to complete the following

### ASIA - POLITICAL AND DETAIL MAPS

#### Answers to sample questions:

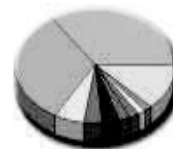
1. Indian Ocean
2. b. over 1,000,000
3. Ankara
4. Pakistan
5. about 500 miles
6. Kathmandu
7. Iran
8. China and Russia
9. Russia
10. Cyprus
11. FALSE
12. FALSE
13. TRUE
14. TRUE
15. FALSE

- \_\_\_\_\_ 1. What ocean borders the south coast of Sri Lanka?
- \_\_\_\_\_ 2. The population of Ho Chi Minh City is  
a. under 500,000. b. over 1,000,000. c. over 500,000.
- \_\_\_\_\_ 3. What is the capital city of Turkey?
- \_\_\_\_\_ 4. The Indus River runs through the middle of what country?
- \_\_\_\_\_ 5. About how many miles is it from the capital of India to the  
capital of Pakistan?
- \_\_\_\_\_ 6. What is the capital city of Nepal?
- \_\_\_\_\_ 7. What country is on the south shore of the Caspian Sea?
- \_\_\_\_\_ 8. Mongolia lies between which two countries?
- \_\_\_\_\_ 9. The Kuril Islands are part of what country?
- \_\_\_\_\_ 10. Nicosia is the capital city of what country?

### TRUE/FALSE

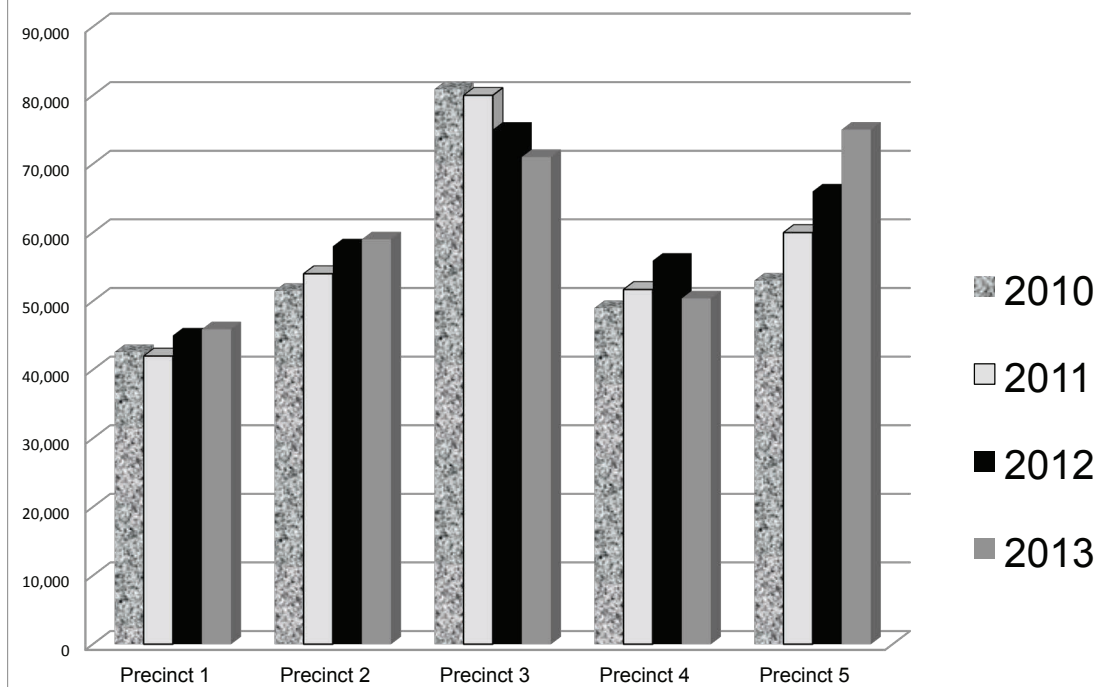
- \_\_\_\_\_ 11. The Himalayas run across southern India.
- \_\_\_\_\_ 12. Syria is east of Iraq and shares a border with Turkey.
- \_\_\_\_\_ 13. The capital cities of Qatar, Kuwait and The United Arab  
Emirates are on the Persian Gulf.
- \_\_\_\_\_ 14. It is less than 500 miles from the capital city of Laos to the  
capital city of Thailand.
- \_\_\_\_\_ 15. Hong Kong is on the southern shore of the North China Sea.





Maps, Graphs & Charts

### Caren County Precinct Population Growth 2010-2013



**These questions are taken from the 2013-2014 Spring District Test for grades 7/8.**

**Answer Key:**

1. 5
2. 2012
3. Precinct 5
4. About 45,000 (44,000-46,000)
5. Precinct 2 and Precinct 5
6. 2011
7. 80,000
8. Precinct 5
9. Precinct 3
10. Precinct 1 or Precinct 3
11. FALSE
12. TRUE
13. TRUE
14. FALSE
15. TRUE

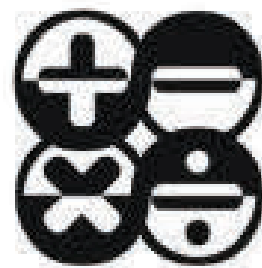
- \_\_\_\_\_ 1. How many precincts are shown on the graph?
- \_\_\_\_\_ 2. What year is represented by a solid black bar?
- \_\_\_\_\_ 3. Which precinct has the highest population in 2013?
- \_\_\_\_\_ 4. About how many voters does Precinct 1 have in 2013?
- \_\_\_\_\_ 5. Which two precincts showed population growth in every year?
- \_\_\_\_\_ 6. In which year do Precincts 2 and 4 have closest to the same population?
- \_\_\_\_\_ 7. What was the highest population in all the years shown?
- \_\_\_\_\_ 8. From 2011 to 2012, which precinct had the largest increase in population?
- \_\_\_\_\_ 9. Which precinct has a population of 60,000 or more in every year?
- \_\_\_\_\_ 10. List one precinct that showed a decline in population from 2010 to 2011.

**True/False**

- \_\_\_\_\_ 11. Precinct 5 had the lowest population increase over the 4 years.
- \_\_\_\_\_ 12. There were more than 40,000 people in Precinct 4 in 2010.
- \_\_\_\_\_ 13. Precinct 3 is the only precinct with a trend of a declining population.
- \_\_\_\_\_ 14. There are more people in Precinct 2 than Precinct 3.
- \_\_\_\_\_ 15. If the current trend continues, one could assume that Precinct 2 will soon reach a population of 60,000 or more.

# Mathematics

Learning to complete math problems quickly is a valuable skill in all facets of life including engineering, accounting, completing a tax return and even grocery shopping. This contest provides opportunities for students to further develop and then apply their math knowledge and skills.



## Section 1438: MATHEMATICS

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of one division unless the district executive committee approves of separate divisions for each grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF CONTEST.

- (1) *Summary.* Learning to complete math problems quickly is a valuable skill in all facets of life. This contest includes problems covering, but not limited to: numeration systems, arithmetic operations involving whole numbers, integers, fractions, decimals, exponents, order of operations, probability, statistics, number theory, simple interest, measurements and conversions. Geometry and algebra problems may be included as appropriate for the grade level.
- (2) *Contest Format.* The contest consists of 50 multiple-choice problems.
- (3) *Tests.* The test will cover the content of current state-adopted middle school/junior

high mathematics textbooks.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.
- (2) *Time Allotted for Contest.* Thirty minutes will be allowed for the contest. There should be a clock visible to all contestants.
- (3) *Materials.*
  - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational



- materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) Tests and answer blanks.
  - (ii) Answer key.
  - (iii) Contest rosters.
- (B) *Provided by the Host School.* Blank paper.
- (C) *Provided by the School or Student.* Pens, pencils and/or erasers.
- (D) *Other.* No other materials, including calculators or notes, may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Check Tests.* In the presence of coaches, open the test envelope. Check tests for defects and omissions.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Coaches and parties other than the contest officials and contestants should be dismissed from the contest room before the contest begins.
  - (3) *Number Contestants.* Distribute answer sheets and instruct contestants to write their assigned contestant number in the upper right hand corner of the answer sheets.
  - (4) *Distribute Tests.* Instruct contestants not to open the test until the signal has been given to begin.
  - (5) *Stop Signal.* After the stop signal has been given, instruct contestants to put their pencils down. Collect all tests, answer sheets and scratch paper.
- (e) **GRADING.**
- (1) *Briefing Graders.* Brief graders on the procedure to be used for grading.
  - (2) *Criteria.* The 50-question test is graded objectively. A perfect score is 250.
  - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. Award five points for each problem solved correctly. Deduct two points for problems incorrectly solved. There is no deduction for problems skipped.
- (4) *Ranking.* Rank tests from highest to lowest scores. Individual places shall be determined and recognized through sixth place in each division. Team places may be determined and ranked through third place in each division.
- (5) *Ties.* No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
- (6) *Points.* Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



Mathematics

# Mathematics Sample Questions

**These sample questions are taken from the 2013-2014 Fall/Winter District Test. Each contest includes 50 questions.**

**Answer Key:**

- 1) D
- 2) A
- 3) C
- 4) E
- 5) C
- 6) A
- 7) E
- 8) D
- 9) A
- 10) A
- 11) B
- 12) D
- 13) D
- 14) C
- 15) A

- (1)  $0.1 + 0.3 + 0.5 + \dots + 1.1 =$   
A) 0.36      B) 5.5      C) 2.2      D) 3.6      E) 6.6
- (2)  $3.5 \times 10^{-2} - 1.25 =$   
A) -1.215      B) 1.125      C) 1.1285      D) 0.9      E) 1.2465
- (3) What is the equivalent fraction for 0.075 ?  
A)  $\frac{1}{25}$       B)  $\frac{3}{25}$       C)  $\frac{3}{40}$       D)  $\frac{1}{400}$       E)  $\frac{3}{400}$
- (4) What is the greatest common divisor of seventy-two and ninety-six?  
A) 12      B) 8      C) 576      D) 288      E) 24
- (5) What is the area of a square whose diagonal is six inches?  
A)  $36 \text{ in}^2$       B)  $24 \text{ in}^2$       C)  $18 \text{ in}^2$       D)  $6\sqrt{2} \text{ in}^2$       E)  $32 \text{ in}^2$
- (6) If a dozen red roses cost \$35.60, then what would twenty-one red roses cost?  
A) \$62.30      B) \$41.53      C) \$31.15      D) \$52.46      E) \$56.07
- (7) Seventy-five percent of a gallon is equivalent to how many pints?  
A) 2      B) 3      C) 4      D) 5      E) 6
- (8) If  $3x + 5 = 4x - 9$ , then what does  $x$  equal?  
A) -4      B) 4      C)  $\frac{4}{7}$       D) 14      E) -14
- (9) How many positive integral divisors does forty-eight have?  
A) 10      B) 24      C) 12      D) 96      E) 48
- (10)  $62\frac{1}{2}\%$  of 240 is what number?  
A) 125      B) 150      C) 175      D) 200      E) 384
- (11) Seven is prime, so November 7th is a prime day. How many "prime days" does November have?  
A) 10      B) 11      C) 12      D) 13      E) 14
- (12) At most how many students can sit in a row of 25 chairs, if seated students must be separated by at least one empty chair?  
A) 10      B) 11      C) 12      D) 13      E) 24
- (13) If the sum of two whole numbers is 24 more than their difference, then one of the numbers must be  
A) 0      B) 3      C) 6      D) 12      E) 48
- (14) Of 2005 integers whose product is even, at most how many can be odd.  
A) 2005      B) 2004      C) 1      D) 1003      E) 0
- (15) What is the sum of the positive integral divisors of sixteen?  
A) 31      B) 256      C) 32      D) 136      E) 240



# Modern Oratory

In modern oratory, contestants will select one of the topics, determine the critical issues in the topic, and acknowledge both pro and con points citing support discovered in their research. Students will choose a side to defend and support that side with additional evidence.

## Section 1442: MODERN ORATORY

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the sixth, seventh and eighth grades who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speech events.
- (2) *Divisions.* This contest will consist of only one division. With the approval of the district executive committee, a district may have separate divisions for each grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* There is no team competition in this contest.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* In this contest, the contestant will select one of the topics, determine the critical issues in the topic, and acknowledge both pro and con points citing support discovered in their research. Students will choose a side they will defend and support that side with additional evidence. Along with the skills of analysis, research, note-taking, documentation, evaluation and decision-making come those of memorization and delivery.
- (2) *Contest Format.* Students will deliver a three to six minute speech on their topic without the use of notes.
- (3) *Topics.* The League will provide three to five topics in the *Constitution and Contest Rules* and on the UIL website

each year from which the student will pick one.

### (c) PREPARATION.

- (1) *Guidelines.* In the process of preparing for the contest, the student will need to:
  - (A) define the problem;
  - (B) determine the pro and con issues;
  - (C) research the issue;
  - (D) look at both sides of an issue;
  - (E) reach a conclusion; and
  - (F) support that conclusion with documentation.

To achieve and maintain the educational goals of the contest activity, teachers and parents may guide the development of the research and writing of the speech, but no one other than the contestant shall be permitted to write the speech.

- (2) *Topics.* Contestants shall select one of five topics from the official list posted on the UIL website.
- (3) *Delivery.* The oration shall be delivered from memory, without the assistance of notes, and shall be between three and six minutes in length. Contestants may not use costumes or props in the contest. Delivery may include an introduction, statement of the question, development of both pro and

**At district meets, students may enter a maximum of two of the following speaking events:**  
 \* **Impromptu Speaking**  
 \* **Modern Oratory**  
 \* **Oral Reading**



**See pages  
18-21 of  
the A+  
Handbook  
for  
instructions  
on creating  
preliminary  
sections  
and ranking  
contestants.**

con points, statement of the position, defense of that position and a conclusion.

(d) **CONTEST ADMINISTRATION.**

(1) *Personnel.*

(A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.

(B) *Timekeeper.* A timekeeper should be provided for each section to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or time cards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.

(C) *Judges.* The contest director may recruit one judge or an odd-numbered panel of judges for each section. Judges may not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

(D) *Monitors.* One person is needed for each section to see that the contest progresses without problems. Monitors may be coaches of participating students.

(2) *Creating Sections.* A section shall consist of no more than eight contestants. If nine or more students enter modern oratory, they shall be divided into sections using the guidelines in Section 1003. Districts may create smaller sections when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.

(3) *Materials.*

(A) *Provided by UIL.* The following materials will be provided to schools submitting the appropri-

ate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

(i) Topics will be posted on the UIL website each year.

(ii) Evaluation sheets.

(iii) Judges' Ballots.

(iv) Contest Director's Ranking Sheet for a panel of judges.

(v) Contest rosters.

(B) *Other.* No other materials or notes may be used in the contest.

(4) *Time Allotted for Contest.* The maximum time limit for each speech is six minutes. Each speech should be at least three minutes long.

(e) **CONDUCTING THE CONTEST.**

(1) *Creating Sections and Speaking Order.* Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.

(2) *Call Contestants to Contest Room.* Contestants are to be called into the contest room one at a time according to their arranged speaking order. Contestants may remain in the contest room.

(3) *Audience.* Audiences are permitted. The audience should be instructed to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

(4) *Coaching.* No speaker may be coached or prompted in any manner during the presentation.

(f) **JUDGING.**

(1) *Briefing Judges.* Judges should be encouraged to give students written evaluations on the Modern Oratory Evaluation Sheet. Oral critiques are optional, but when given, should be directed to the group as a whole, acknowledging good points and giving suggestions for improvement.

(2) *Criteria.* Criteria for judging the contest should include:

(A) *Delivery:* Did the speaker demonstrate effective communication? Was the speaker able to enlist and hold the interest of the audience?

(B) *Content:* Did the student analyze the topic, giving both sides of the issue?



- (C) Organization: Did the student have an appropriate introduction? Did he/she clearly define the problem and show both sides of the issue? Did he/she reach and support a conclusion?
- (D) Overall effectiveness.
- (3) *Ranking the Contestants.* If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See Section 1003 (b). Students going over or under the time limit shall be penalized one rank. For example, if the judges rank a student second who has gone over the time limit, that student shall be assigned third place and the student who was ranked third will be given second place.
- (4) *Questions.* Questions should be made to the contest director before the decision of the judges is announced as official. Decisions of the meet officials in these matters are final.
- (5) *Points.* Points are awarded through sixth place according to Section 1408 (i).
- (g) VERIFICATION PERIOD. If a panel of judges is used, a verification period should be provided, during which unofficial results should be posted. Coaches should be given no

more than 15 minutes to verify that rankings were tabulated correctly. The ranks assigned by the judges are not subject to question.

- (h) OFFICIAL RESULTS. The contest director shall announce the official results. Official results, once announced, are final.

### TOPICS FOR 2014-2015

- \* Should the current legal minimum wage be raised?
- \* Can national educational standards improve American public schools?
- \* Should Texas develop a high-speed rail system?
- \* Do violent video games lead to violent behavior?
- \* Should government regulate personal use of drone aircraft in the United States?

### SAMPLE TOPICS

#### From 2013-2014

- \* Can Texas government solve the state's water crisis?
- \* Will privacy concerns affect government use of electronic surveillance?
- \* Should college athletes be paid?
- \* Does career and technical education provide a viable path to high school graduation and beyond?
- \* Should companies be required to label foods that are made from genetically modified organisms?

#### From 2012-2013

- \* Can the National Football League do more to protect players from head injuries?
- \* Should government regulate the sales of sugary drinks?
- \* Will private industry define the future of space exploration?
- \* Should the Texas Legislature increase funding for public schools?
- \* Can colleges and universities do more to control the costs of higher education?



# Modern Oratory

## EVALUATION SHEET

### INSTRUCTIONS

Contestants select a topic from a list provided by the UIL, research and develop their speech. The contestants should define the problem, show the pros and cons of the issue, and reach and support a conclusion. The speech should be 3-6 minutes in length and delivered from memory. The judge should use the following criteria in evaluation and ranking the contestant. Please make comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

**Speaker Number** \_\_\_\_\_

**Speaker Name** \_\_\_\_\_

**Section** \_\_\_\_\_

**Topic** \_\_\_\_\_

### DELIVERY

Did the speaker demonstrate effective communication? Was the speaker able to enlist and hold the interest of the audience?

### ORGANIZATION

Did the student have an appropriate introduction? Did he or she clearly define the problem and show both sides of the issue? Did he or she reach and support a conclusion?

### CONTENT

Did the student analyze the topic giving both sides of the issue?

### OVERALL EFFECTIVENESS

*Judge's signature* \_\_\_\_\_





# JUDGE'S MASTER BALLOT

**CIRCLE EVENT:** Impromptu Speaking    Modern Oratory    Oral Reading    Storytelling

## INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

**DISTRICT** \_\_\_\_\_ **SECTION** \_\_\_\_\_

**GRADE LEVEL** \_\_\_\_\_ **ROUND**     Prelims     Finals

<b>SPEAKER NUMBER</b>	<b>NAME</b>	<b>TITLE</b>	<b>JUDGE RANK</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

Judge's signature \_\_\_\_\_



# Contest Director's Ranking Sheet for a panel of judges in speaking events

**EVENT** \_\_\_\_\_

**SECTION**    I        II        III        IV        FINALS

**BEFORE RANKING, CHECK THE FOLLOWING**

- Evaluation sheets have ranks       Speaker order       Length of presentation

**CRITERIA FOR DETERMINING PLACES AND BREAKING TIES**

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

**NOTES**

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL web site.

Speaker Number	Judge I	Judge 2	Judge 3	Totals	Preference*	Decimal Value*	Rank
1							
2							
3							
4							
5							
6							
7							
8							

\* Judges' preference and decimal values are used only to break ties.

# Music Memory

The focus of the music memory contest is an in-depth study of fine pieces of music literature taken from a wide spectrum of music genres to expose students to great composers, their lives and their music.

The official list is comprised of 16 pieces. There are no separate titles for grades 3/4 and 5/6. Spelling and punctuation are part of the contest. To receive full credit for an answer, all information about the composer and musical selection should be complete as shown on the official list.



**IMPORTANT NOTE:** See the UIL web site for additional scoring guidelines that provide more specific information.

## Section 1446: MUSIC MEMORY

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the third, fourth, fifth and sixth grades who are eligible under Section 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions (third/fourth and fifth/sixth) unless the district executive committee approves separate divisions for each grade.
- (3) *Individuals.* Each participant school may enter five contestants in each division in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of all contestants in each division from a school, divided by the number of contestants from that school, shall constitute the school's team score. A team shall have at least three contestants compete to participate in team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* The focus of this contest is an in-depth study of fine pieces of music literature taken from a wide spectrum of music genres to expose students to great composers, their lives and their music. In the course of preparing for the contest, students should be given the opportunity to describe and analyze the music, relate the music to history, to society and to culture, and to evaluate musical performance.
- (2) *Contest Format.* Students will listen to

approximately 20 seconds of up to 20 musical selections. Students in grades 3 and 4 should be allotted sufficient time to answer the matching portion of the test and to write down the name of the major work, if it is required, and the selection title for the tie breaker. Students in grades 5 and 6 are allotted sufficient time to write down the name of the major work, if it is required, selection title and the name of the composer. No matching portion exists for grades 5 and 6.

- (3) *Music List.* The League will publish each year the Official UIL Music Memory List and provide sources for obtaining recordings of the music and information on the pieces and composers.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Judges.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.
- (2) *Time Allotted for Contest.* Allow approximately 20 seconds of listening time for each of the 16 music segments and the



**There are no separate titles for grades 3/4 and 5/6.**

## Official Music Memory List 2014-2015

	<b>Composer</b>	<b>Major Work</b>	<b>Selection</b>
	Adams		Short Ride in a Fast Machine
	Bach	<b>Cello Suite No. 1 in G Major</b>	Prelude
	Beethoven		Minuet in G
	Berlioz	<b>Symphonie Fantastique</b>	March to the Scaffold
	Britten	<b>Young Person's Guide to the Orchestra</b>	Fugue
	Copland		Fanfare for the Common Man
	de Falla		Spanish Dance No. 1
	Debussy		Clair de Lune
	Grainger	<b>Lincolnshire Posy</b>	Horkstow Grange
	Khachaturian	<b>Gayane Suite</b>	Sabre Dance
	Kodály	<b>Háry János Suite</b>	Viennese Musical Clock
	Mozart	<b>The Magic Flute</b>	Pa-Pa-Pa-Papageno
	Stravinsky	<b>Petrushka</b>	Russian Dance
*I	Telemann	<b>Viola Concerto in G Major</b>	Movement 2, Allegro
	Vecchi		Fa una canzona
	Verdi	<b>Requiem</b>	Dies Irae

**Notes for starred listings** \*I For Selection, also accept Allegro

- four tie-breaking segments, and at least one minute between each selection for writing.
- (3) *Materials.*
- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (e) for the dates when district materials will be available.
- (i) Matching test for the third/ fourth grades and answer sheet for the fifth/sixth grades.
  - (ii) The League provides the official list of selections at the beginning of each school year.
  - (iii) Audio CD.
  - (iv) Contest rosters.
- (B) *Provided by the Host School.* Sound equipment to play audio material. The contest room should be appropriate for an event which requires contestants to listen to and identify recorded music.
- (C) *Provided by the School or Student.* Pens, pencils and/or erasers.
- (D) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Number Contestants.* Distribute answer sheets. As roll is called, instruct contestants to write their assigned contestant number in the upper right hand corner of the answer sheets.
- (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
- (3) *Test and Tie-Breaking Selections.*
- (A) *Third/Fourth Grades. STEP ONE:* Contestants should write the letter of the selection and major work in the blank next to the correct composer's name, using each letter once. **STEP TWO:** contestants should listen to the music excerpt and put the correct number next to the selection name. **STEP THREE:** contestants should write major work (where needed) and selection name for tie-breaker selections.



- (B) *Fifth/Sixth Grades.* Play the 16 test musical selections and the four tie-breaking musical selections in the time indicated. Contestants should write the title of the selection, major work (where needed) and the composer in the blanks provided.
- (e) **JUDGING.**
- (1) *Briefing Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
  - (2) *Criteria.* The test is graded objectively. Two points are awarded for each correct answer; one point is awarded if the answer is correct but misspelled.
  - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. To receive full credit for an answer, all information about the music selection should be complete as shown on the Official List. For additional scoring instructions, refer to the official Music Memory Scoring Guidelines provided in the *A+ Handbook* and on the UIL website.
    - (A) In the 3rd/4th-grade matching portion of the contest, award two points for recognition of the composer and two points for recognition of selection title. In the 3rd/4th-grade tie-breaking portion of the contest, award two points for the correct major work, if required, and two points for the correct selection. Award one point if the major work is correct but misspelled. Award one point if the selection title is correct but misspelled. Award no points for incorrect or unanswered items.
    - (B) In the 5th/6th-grade contest, award two points for the correct major work, if required, and two points for the correct selection. Award one point if the major work is correct but misspelled. Award one point if the selection title is correct but misspelled. Award two points for the correct composer. Award one point if the composer's name is correct but misspelled. In the 5th/6th-grade tie-breaking portion of the contest, the same scoring method shall be used. Award no points for incorrect or unanswered items.
  - (4) *Ties.* Ties shall be broken by grading the four tie-breaking sections for each tied contestant or team in the same way that the original test was graded. If a tie remains after the tie breaker has been scored, then the tie will stand. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
  - (5) *Ranking Teams.* Scores of all members who participated on the team should be added and divided by the number of team members. A team shall have at least three contestants to participate in the team competition.
  - (6) *Points.* Individual points are awarded through sixth place. Team points are awarded through third place. See 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.
  - (7) *Certificates.* Students having a 100% correct paper on the district test selections are eligible for a Certificate of Achievement. The four tie-breaking questions are not to be considered in determining 100% papers.
  - (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
  - (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
  - (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

**Note:**  
Each element of an answer is worth two points, with one point deducted for misspelling.



# 5<sup>th</sup> and 6<sup>th</sup> Grade Music Memory Answer Sheet

Contestant Number \_\_\_\_\_ Score \_\_\_\_\_

	<b>Composer</b>	<b>Major Work (if needed)</b>	<b>Selection</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			
<b>5.</b>			
<b>6.</b>			
<b>7.</b>			
<b>8.</b>			
<b>9.</b>			
<b>10.</b>			
<b>11.</b>			
<b>12.</b>			
<b>13.</b>			
<b>14.</b>			
<b>15.</b>			
<b>16.</b>			
<b>Tie Breakers</b>			
<b>17.</b>			
<b>18.</b>			
<b>19.</b>			
<b>20.</b>			

# SAMPLE 3<sup>RD</sup>/4<sup>TH</sup> GRADE DISTRICT TEST

Contestant Number \_\_\_\_\_ Score \_\_\_\_\_

**Directions:**

**Step One:** Put the letter of the selection and major work in the blank next to the correct composer's name. Use each letter once.

**Step Two:** Listen to the music excerpt and place the correct number in the blank before the selection name.

Listening Number	Major Work	Selection	Composer
A)	<b>Symphonie Fantastique</b>	March to the Scaffold	Britten
B)		Minuet in G	de Falla
C)	<b>Lincolnshire Posey</b>	Horkstow Grange	Khachaturian
D)		Fanfare for the Common Man	Bach
E)		Spanish Dance No. 1	Vecchi
F)	<b>Young Person's Guide to the Orchestra</b>	Fugue	Kodály
G)		Clair de Lune	Stravinsky
H)	<b>Viola Concerto in G Major</b>	Movement 2, Allegro	Adams
I)	<b>Requiem</b>	Dies Irae	Beethoven
J)	<b>Cello Suite No. 1 in G Major</b>	Prelude	Debussy
K)		Fa una canzona	Mozart
L)	<b>Gayane Suite</b>	Sabre Dance	Grainger
M)	<b>Háry János Suite</b>	Viennese Musical Clock	Berlioz
N)		Short Ride in a Fast Machine	Telemann
O)	<b>Petrushka</b>	Russian Dance	Verdi
P)	<b>The Magic Flute</b>	Pa-Pa-Pa-Papageno	Copland

**Tie Breakers: Write major work (where needed) and selection**

Major Work	Selection
Q)	
R)	
S)	
T)	



# Number Sense

Every day, individuals are called upon to use their ability to make quick mental calculations to make decisions. The development of such abilities is an integral part of the math curriculum.

## Section I450: NUMBER SENSE

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fourth, fifth, sixth, seventh and eighth grades who are eligible under Sections I400 and I405 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions, one for students in grades 4, 5 and 6 and one for students in grades 7 and 8, unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* Individuals are called upon every day to use their ability to make quick mental calculations to make decisions. The development of such abilities should be an integral part of the math curriculum. Concepts covered include, but are not limited to: addition, subtraction, multiplication, division, proportions, and use of mathematic notation.
- (2) *Contest Format.* Students will be

given a 10-minute, fill-in-the-blank test which they shall complete without doing calculations on paper or on a calculator. Erasures, mark-overs and mark-outs are not permitted.

- (3) *Test.* The test will cover basic arithmetic and mathematical functions in grades four through six. Another test for the junior high level will include algebra, geometry and number theory.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.

(A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.

(B) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

- (2) *Time Allotted for Contest.* Ten minutes are allowed for the contest.





- (3) *Materials.*
  - (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
    - (i) Printed tests.
    - (ii) Answer key.
    - (iii) Contest rosters.
  - (B) *Provided by the School or Student.* Pencils or pens.
  - (C) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
  - (1) *Number Contestants.* The contest director shall number the folded sheets and keep notes of the name and school of each contestant.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Distribute Tests.* Place the folded test sheets on the writing surface in front of each contestant. Instruct contestants not to handle or unfold the test sheets until the signal is given for the contest to begin. Instruct contestants to write their answers in the blank immediately following the problem without attempting to solve the problem on paper, in accordance with instructions on the test sheet. This is a test in mental mathematics, and only the results of calculations arrived at without the use of pencil and paper should be accepted. The director of the contest should disqualify a contestant for violating these instructions.
  - (4) *Signal to Stop.* After exactly 10 minutes, give the stop signal. Instruct contestants to rise and fold the test sheet and be ready to deliver it to the person designated to collect the sheets.
  - (5) *Collect Tests.* Collect all tests immediately.
- (e) **GRADING.**
  - (1) *Briefing Graders.* Brief graders on procedure to be used for grading and explain the scoring process.
  - (2) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed. Award five points for each problem solved correctly. Deduct four points for each problem not solved correctly and for each problem skipped. No deduction is taken for problems after the last problem attempted. An illegible figure constitutes an incorrect answer. The contest director, with the assistance of graders, may determine whether a figure is legible.
    - (A) *Fractions.* All fractions in test papers must be reduced to lowest terms. Improper fractions are permitted. Decimal answers are permitted for those unstarred problems whose answers are exactly expressible as decimals. For example,  $\frac{3}{2}$ ,  $1\frac{1}{2}$ , and 1.5 are all acceptable. Starred problems on the test sheets require approximate integral answers, i.e., they permit 5% error; unstarred problems require exact answers.
    - (B) *Symbols.* Symbols such as  $^{\circ}$  and % are usually printed on the sheet. Therefore, answers require only the writing of numerals. If a symbol is omitted from the printed sheet, it is not the responsibility of the contestant to make sure the answer is complete. If not printed, the student need not include it in the answer.



## Number Sense

- (C) *Exception for Dollars and Cents.* In agreement with the philosophy that answers should be complete, all dollars and cents problems must have complete answers. That is, twenty-three dollars must be written as \$23.00 (with \$ and .00). Sixteen cents must be written as \$.16 or 16¢, depending on the answer blank format.
- (D) *Efficient Forms.* Numerical answers should be written so that the answers are complete as in the two examples above. However, the answer should be written in the most efficient form possible. For example, if the answer is 16, the written answer 16.000 is not acceptable for the purposes of the number sense competition. Extraneous zeroes are not to be used. For example, if .16 is the answer, 0.16 is not an acceptable format.
- (E) *Exponentials.* An answer such as  $3 \times 10^3$  should be expressed as 3000 and not left in exponential form.
- (3) *Ties.* Ties are not to be broken in either individual or team competition. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
- (4) *Points.* Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

## Problem Sequencing Elementary Number Sense Test

### Problem 1 - 20\*

1. Addition, subtraction, multiplication, & division of whole numbers
2. Recognizing place value
3. Rounding off whole numbers
4. Multiplication short-cuts
5. Remainder type problems
6. Even & odd number type problems
7. Expanded notation
8. Sums of whole numbers
9. Roman numerals/arabic numbers

### Problems 21 - 40

1. Addition/subtraction of fractions with common denominators
2. Addition, subtraction, multiplication, & division of decimal fractions
3. Comparing decimal fractions & common fractions
4. Conversion problems (either way): fraction/decimal, percent/fraction, percent/decimal
5. Order of operations
6. More multiplication short-cuts
7. Ratio/proportion
8. Consumer type problems
9. Problems about prime numbers
10. Greatest common divisor (gcd) & least common multiple (lcm)
11. Conversion problems (either way): length, weight, volume

### Problems 41 - 60

1. Addition, subtraction, multiplication & division of fractions and mixed numbers
2. Substitution problems
3. Perimeter/area of: square, rectangle, triangle
4. Radius/diameter of a circle
5. Powers & roots of numbers
6. Solving simple equations
7. Sequences
8. Sets
9. Word problems
10. Volume of cube/rectangular box
11. Right triangle problems
12. More multiplication short-cuts
13. Base systems

### Problems 61 - 80

1. Addition, subtraction, multiplication & division of integers
2. Inverses
3. Basic geometry facts
4. More area problems
5. Squaring two-digit numbers
6. More multiplication short-cuts
7. Powers of numbers
8. More consumer type problems
9. Inequalities
10. Probability
11. More area problems: parallelogram, rhombus, trapezoid
12. Coordinate geometry - number line
13. More percent type problems

## Problem Sequencing Junior High Number Sense Test

### Problems 1 - 20\*

1. Addition, subtraction, multiplication & division of whole numbers, fractions, and decimals
2. Order of operations
3. Use of the distributive property
4. Comparison of fractions & decimals
5. Multiplication short-cuts
6. Squaring numbers
7. Roman numerals/arabic numbers
8. Mean, median, mode
9. Sums of whole numbers

### Problems 21 - 40

1. Addition, subtraction, multiplication & division of mixed numbers and integers
2. More multiplication short-cuts
3. Percent problems
4. Conversion problems (either way): English/metric, length, area, capacity, time
5. Consumer type problems
6. Substitution problems
7. Solving simple equations
8. Square roots/cube roots
9. Greatest common divisor (gcd) & least common multiple (lcm)
10. Number theory - prime numbers and divisors
11. Perimeter/area of: square, rectangle, circle
12. Ratio/proportion
13. Inverses

### Problems 41 - 60

1. Sets
2. Word problems
3. Pythagorean theorem
4. Sequences
5. Volume/surface area of rectangular solid/cube
6. Base systems
7. Area of: parallelogram, rhombus, trapezoid, circle
8. Solving inequalities
9. Basic geometry facts
10. Remainder problems

### Problems 61 - 80

1. Repeating decimals
2. More number theory
3. Powers of numbers
4. Volume of: circular cylinder, cone, sphere
5. Sequences & series
6. Multiplication of I, II, III
7. Factorial
8. Coordinate geometry
9. Probability
10. More percent type problems
11. More remainder type problems
12. More multiplication short-cuts



Number Sense

\* A type of problem from a particular section could appear later in the test. For example, a GCD problem could appear as problem #43, but not any earlier than problem #21.



# Number Sense

# Sample Number Sense Test

**These sample test questions are from the 2013-2014 Fall/Winter Test, grades 4-6. They are meant only to show the form of the test. Actual copies of Number Sense tests are available as part of the study materials booklets.**

University Interscholastic League  
2013 – 2014 Elementary Number Sense Test B

Contestant's Number \_\_\_\_\_

Final	_____	_____
2 <sup>nd</sup>	_____	_____
1 <sup>st</sup>	_____	_____
	Score	Initials

Read Directions Carefully  
Before Beginning Test

Do Not Unfold This Sheet  
Until Told to Begin

Directions: Do not turn this page until the person conducting this test gives the signal to begin. This is a ten-minute test. There are 80 problems. Solve accurately and quickly as many as you can in the order in which they appear. ALL PROBLEMS ARE TO BE SOLVED MENTALLY. Make no calculations with paper and pencil. Write only the answer in the space provided at the end of each problem. Problems marked with a (\*) require approximate integral answers; any answer to a starred problem that is within five percent of the exact answer will be scored correct; all other problems require exact answers.

The person conducting this contest should explain these directions to the contestants.

**Stop – Wait for Signal!**

## Answer Key

- (1) 427
- (2) 4028
- (3) 297
- (4) 45
- (5) 5406
- (6) 430000
- (7) 650
- (8) 511
- (9) 120
- \*(10) 3412 – 3770
- (11) 72
- (12) 2
- (13) 2
- (14) 1951
- (15) 42
- (16) 525
- (17) 396
- (18) 12
- (19) 384
- \*(20) 10923 – 12071
- (21) 6
- (22) 9504
- (23) 2/3
- (24) 5302
- (25) 11
- (26) 4949
- (27) 41
- (28) 495
- (29) 1/5
- \*(30) 26328 – 29098
- (31) 14/25
- (32) 7
- (33) 147
- (34) 10/9; 1 1/9
- (35) 2 1/2; 11/2; 2.5
- (36) 2.25
- (37) 8
- (38) 4/5
- (39) 2
- \*(40) 107865 – 119219
- (41) 2 1/42
- (42) 5
- (43) 96

- (1)  $213 + 214 =$  \_\_\_\_\_
- (2)  $2014 \times 2 =$  \_\_\_\_\_
- (3)  $421 - 124 =$  \_\_\_\_\_
- (4)  $1 + 2 + 3 + \dots + 9 =$  \_\_\_\_\_
- (5)  $5 \times 1000 + 4 \times 100 + 6 \times 1 =$  \_\_\_\_\_
- (6) 429856 rounded to the ten thousands is \_\_\_\_\_
- (7)  $13 \times 50 =$  \_\_\_\_\_
- (8)  $2044 \div 4 =$  \_\_\_\_\_
- (9)  $6 \times 5 \times 4 =$  \_\_\_\_\_
- \*(10)  $189 \times 19 =$  \_\_\_\_\_
- (11)  $22 + 24 + 26 =$  \_\_\_\_\_
- (12) Which digit is in the thousand's place in 2871.4935?  
\_\_\_\_\_
- (13) 533 ÷ 9 has a remainder of \_\_\_\_\_
- (14) MCMLI = \_\_\_\_\_ (Arabic numeral)
- (15)  $12 + 10 + 8 + \dots + 0 =$  \_\_\_\_\_
- (16)  $21 \times 25 =$  \_\_\_\_\_
- (17)  $22 \times 18 =$  \_\_\_\_\_
- (18) How many odd whole numbers are between 3 and 29? \_\_\_\_\_
- (19)  $12 \times 32 =$  \_\_\_\_\_
- \*(20)  $7502 + 1982 + 2013 =$  \_\_\_\_\_
- (21)  $24 - 6 \times 3 =$  \_\_\_\_\_
- (22)  $96 \times 99 =$  \_\_\_\_\_
- (23)  $\frac{1}{12} + \frac{7}{12} =$  \_\_\_\_\_ (common fraction)
- (24)  $482 \times 11 =$  \_\_\_\_\_
- (25) 44 quarts = \_\_\_\_\_ gallons
- (26)  $101 \times 49 =$  \_\_\_\_\_
- (27) What is the smallest prime number greater than 40?  
\_\_\_\_\_
- (28)  $LV \times IX =$  \_\_\_\_\_ (Arabic numeral)
- (29)  $\frac{9}{100} + \frac{11}{100} =$  \_\_\_\_\_ (common fraction)
- \*(30)  $749 \times 37 =$  \_\_\_\_\_
- (31) 56% = \_\_\_\_\_ (common fraction)
- (32) What is the largest prime number that can divide into 245? \_\_\_\_\_
- (33)  $4 \frac{1}{12}$  yards = \_\_\_\_\_ inches
- (34)  $\frac{9}{10} \div \frac{81}{100} =$  \_\_\_\_\_
- (35) Five is to sixteen as n is to eight. What is n? \_\_\_\_\_
- (36) If 4 apples cost \$1.50, then 6 apples cost \$ \_\_\_\_\_
- (37) What is the greatest common factor of 32 and 24?  
\_\_\_\_\_
- (38)  $\frac{13}{15} - \frac{1}{15} =$  \_\_\_\_\_ (common fraction)
- (39)  $(8^6 + 38) \div 5$  has a remainder of \_\_\_\_\_
- \*(40)  $3 \frac{9}{10} \times 29110 + 13 =$  \_\_\_\_\_
- (41)  $\frac{7}{6} + \frac{6}{7} =$  \_\_\_\_\_ (mixed number)
- (42) If  $4x - 7 = 13$ , the  $x =$  \_\_\_\_\_
- (43) What is the least common multiple of 32 and 24?  
\_\_\_\_\_

# Sample Number Sense Test



## Number Sense

University Interscholastic League  
2013 – 2014 Junior High Number Sense Test C

Contestant's Number \_\_\_\_\_

Final \_\_\_\_\_  
2<sup>nd</sup> \_\_\_\_\_  
1<sup>st</sup> \_\_\_\_\_  
Score \_\_\_\_\_ Initials \_\_\_\_\_

Read Directions Carefully  
Before Beginning Test

Do Not Unfold This Sheet  
Until Told to Begin

Directions: Do not turn this page until the person conducting this test gives the signal to begin. This is a ten-minute test. There are 80 problems. Solve accurately and quickly as many as you can in the order in which they appear. ALL PROBLEMS ARE TO BE SOLVED MENTALLY. Make no calculations with paper and pencil. Write only the answer in the space provided at the end of each problem. Problems marked with a (\*) require approximate integral answers; any answer to a starred problem that is within five percent of the exact answer will be scored correct; all other problems require exact answers.

The person conducting this contest should explain these directions to the contestants.

**Stop – Wait for Signal!**

- |  |  |
|--|--|
| (1) $214 \times 11 - 214 =$ _____                              | (25) The cube root of $-64$ is _____                                 |
| (2) $2014 - 412 =$ _____                                       | (26) $11 + 15 + 19 + 23 =$ _____                                     |
| (3) $213 \times 6 =$ _____                                     | (27) What is the largest prime number less than 50?<br>_____         |
| (4) $2 + 4 + 6 + \dots + 12 =$ _____                           | (28) The multiplicative inverse of $-3\frac{2}{3}$ ... is _____      |
| (5) $1.1 \times 67 =$ _____ (decimal)                          | (29) $145 \times 155 =$ _____  |
| (6) $8.2 + 1.3 + 4.5 =$ _____                                  | * (30) $(115 + 124) \times 167 =$ _____                              |
| (7) $\frac{3}{5} \times 605 =$ _____                           | (31) The largest prime factor of 385 is _____                        |
| (8) $\frac{1}{6} + \frac{7}{8} =$ _____                        | (32) $6\frac{3}{8} - 2\frac{7}{12} =$ _____                          |
| (9) $15 - 2^2 \times 4 =$ _____                                | (33) 3 gallons = _____ cubic inches                                  |
| * (10) $24 + 21040 + 8990 =$ _____                             | (34) $3\frac{5}{6} \times 3\frac{1}{6} =$ _____ (mixed number)       |
| (11) MCMLI = _____ (Arabic numeral)                            | (35) 5 is to 8 as n is to 20. What is n? _____                       |
| (12) Which is smaller: $\frac{9}{14}$ or $\frac{2}{3}$ ? _____ | (36) If 6 apples cost \$1.50, then 8 apples cost \$ _____            |
| (13) $\frac{8}{15} \div \frac{2}{3} =$ _____                   | (37) The number of positive integral divisors of forty-four is _____ |
| (14) The median of 9, 21, 22 and 13 is _____                   | (38) If $x = -5$ , then $x^2 + 12x + 36 =$ _____                     |
| (15) $22^2 =$ _____  | (39) If $11x + 5 = 6x - 25$ , then $x =$ _____                       |
| (16) $440 \times 3.75 =$ _____                                 | * (40) $7\frac{1}{7} \times 13986 + 15 =$ _____                      |
| (17) $31 \times 29 =$ _____                                    | (41) $\frac{8}{5} + \frac{5}{8} =$ _____ (mixed number)              |
| (18) $9 \times 26 + 11 \times 26 =$ _____                      | (42) 15 days = _____ hours   |
| (19) $42 \times 12 =$ _____                                    | (43) The area of a square with side 12 is _____                      |
| * (20) $269 \times 667 + 66 =$ _____                           | (44) $\sqrt{3969} =$ _____   |
| (21) 36% = _____ (common fraction)                             | (45) 2.5 % of 4800 is _____  |
| (22) $92 \times 94 =$ _____                                    |  |
| (23) 6.25% of 640 is _____                                     |  |
| (24) The greatest common factor of 30 and 18 is _____          |  |

**These sample test questions are from the 2013-2014 Spring District Test, grades 7-8. They are meant only to show the form of the test. Actual copies of Number Sense tests are available as part of the study materials booklets.**

### Answer Key

- (1) 2140  
(2) 1602  
(3) 1278  
(4) 42  
(5) 73.7  
(6) 14  
(7) 363  
(8)  $1\frac{1}{24}$ ;  $25/24$   
(9)  $-1$   
\*(10) 28552 – 31556  
(11) 1951  
(12)  $9/14$   
(13) .8;  $4/5$   
(14) 17  
(15) 484  
(16) 16750  
(17) 899  
(18) 520  
(19) 504  
\*(20) 170515 – 188463  
(21)  $9/25$   
(22) 8648  
(23) 40  
(24) 6  
(25)  $-4$   
(26) 68  
(27) 47  
(28)  $-3/11$   
(29) 22475  
\*(30) 37918 – 41908  
(31) 11  
(32)  $3\frac{19}{24}$ ;  $91/24$   
(33) 693  
(34)  $12\frac{5}{36}$   
(35)  $12\frac{1}{2}$ ;  $25/2$ ; 12.5  
(36) 2.00  
(37) 6  
(38) 1  
(39)  $-6$   
\*(40) 94920 – 104910  
(41)  $2\frac{9}{40}$   
(42) 360  
(43) 144  
(44) 63  
(45) 120



# One-Act Play

Students will have the opportunity to work in all aspects of the production of a 40-minute play including the opportunity to satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high-quality performance. The contest promotes interest in an art form most readily usable in leisure time during adult life.

## Section 1454: ONE-ACT PLAY

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the seventh and eighth grades who are eligible under Section 1400 may enter this contest. Sixth graders who are eligible under Section 1405 may participate in the contest if they are on the same campus as the seventh and eighth grade. Participants shall be full-time students in grades six, seven or eight at the school they represent.
- (2) *Divisions.* This contest consists of one division.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* Students will have the opportunity to work in all aspects of the production of a 40-minute play. During the production of the play they will be able to:
  - (A) satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art;
  - (B) foster appreciation of good acting, good directing and good drama;
  - (C) promote interest in that art form most readily usable in leisure time during adult life;
  - (D) learn to lose or win graciously, accepting in good sportsmanship the judge's decision and criticism with a view to improve future productions; and

- (E) increase the number of schools that have adopted theatre arts as an academic subject in school curricula.

- (2) *Contest Format.* Schools will produce a play in strict accordance to the rules and regulations in the current *One-Act Play Handbook* and Sections 1033 and 1034, with the following exceptions:

- (A) All deadlines and schedules are to be determined by the district executive committee.
- (B) Enrollment and Title Entry Cards are not required for junior high schools and will not be available from the League office.
- (C) Directors for eighth grade and below do not have to be full-time employees of the school district as required by 1033 (b) (5) (A).

- (c) **OFFICIAL RESULTS.** The decision of the critic judge or judges is final. The winner of a junior high school one-act play contest shall not advance beyond the district level. Winners shall be ranked first, second and third.

- (d) **MATERIALS.** No printed materials are shipped for A+ One-Act Play contests. All instructions and forms are available for download from the UIL website.

# Frequently Asked OAP Questions

## 1. Do we have to follow all the rules?

Yes and No. 1454(b)(2) of the *Constitution and Contest Rules (C&CR)* dictates that “schools will produce a play in strict accordance to the rules and regulations in the current *One-Act Play Handbook* and Sections 1033 and 1034.” However, there are some exceptions listed under 1454(b)(2)(A-C) of the *C&CR*.

## 2. How do we enroll?

Enrollment cards are not required for junior high. The procedures for enrolling are determined by your district executive committee. Each campus may compete in only one district OAP contest.

## 3. Do we have to submit a title card?

No.

## 4. Does our play have to be approved?

If your title is on the approved lists (check UIL web site) you do not need approval. If it is not, follow the procedures under Section 1033(c)(1)(A) of the *C&CR*. Requests for approval must be made *at least four weeks* prior to the contest.

## 5. Do we have to use a judge from the list?

Yes. Your contest judge **MUST** come from the approved critic judge list available on the UIL web site.

## 6. May we use ratings instead of rankings?

No. The rules require that plays be ranked 1-3.

## 7. Can we give out awards for Best Supporting Actor and Actress?

No.

## 8. How many schools need to participate to schedule a contest?

Three. If you do not have enough, you may combine with schools from different districts to have a contest. Each school takes their points back to their “home” district.

## 9. How do we get contest materials?

You may download all necessary materials from the UIL web site. No printed materials are shipped from the League office for A+ OAP contests.

## 10. Can the critiques be done at a later date?

The critiques must be public and done immediately after the awards presentation.



**Use the A+ Academic Study Materials Order Form to order the *One-Act Play Handbook and Guide for One-Act Play Contest Managers*.**

# Oral Reading



Reading literature out loud provides opportunities for students to analyze the text, to grow and to develop as a performer, to communicate a message to an audience and to perform an artistic creation. The oral reading competition should be an extension of the classroom literary and language arts activities in poetry, short stories and children's fiction. See the UIL web site for frequently asked questions about oral reading.

## Section 1458: ORAL READING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fourth, fifth, sixth, seventh, eighth and ninth grades who are eligible under Sections 1400 and 1405 may enter this contest at the district meet. At the district meet, students in grades four through eight may enter no more than two speech events (Impromptu Speaking, Modern Oratory, Oral Reading.) Ninth grade students are limited by the requirements in Section 1000 (b).
- (2) *Divisions.* This contest will consist of two divisions unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* There is no team competition in the Oral Reading contest.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* Reading a text out loud serves four purposes: to analyze the text as a literary critic; to grow and to develop as a performer; to communicate a message to an audience; and to perform an artistic creation. All of these apply to the Oral Reading competition, which should be an extension of the class-

room literary and language arts activities in poetry, short stories and children's fiction.

### (2) *Contest Format.*

(A) *Grades 4, 5 and 6.* Students shall have a maximum of six minutes to read a selection of poetry. Each selection may be one poem, a cutting of a poem or a combination of poems. The same selection may be read in all rounds, but different selections are permissible. Selections shall be published although the poet may be unknown or anonymous. The maximum time for each presentation is six minutes. There is no minimum time limit.

(B) *Grades 7, 8 and 9.* Students shall have a maximum of six minutes to read selections of prose or poetry according to the following schedule.

2014-15 – prose

2015-16 – poetry

2016-17 – prose

Each may be a single reading, a cutting from a longer selection or a combination of several selections. The same selection may be read in all rounds, but different selections are permissible. Selections shall be published although the author may be unknown or anonymous. Prose readings may include fables, yarns, tales, science fiction, fantasy, mysteries, etc. Selections may be fiction

**At the district meets, students may enter a maximum of two of the following speaking events:**  
\* Impromptu Speaking  
\* Modern Oratory  
\* Oral Reading



or nonfiction. The maximum time for each presentation is six minutes. There is no minimum time limit.

(c) **PREPARATION.**

(1) *Selecting Material.* The League office does not prescribe a list of poetry or prose selections for oral reading. However, the *A+ Handbook* contains helpful information about selecting appropriate material. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Plays or speeches may not be used as selections. Coaches should revise or reject all selections that in any way fail to meet these qualifications.

(2) *Manuscripts.* Contestants shall read their selection from a manuscript. It is suggested that the selection be held in a simple, dark-colored folder or small notebook that does not draw attention to itself.

(3) *Introductions.* An introduction is not required but is permitted. The introduction shall be delivered within the time limit. The main emphasis should be on the individual selection or selections of prose or poetry.

(4) *Style and Delivery.* Contestants may not use costumes or props in the contest. Responsive use of the body (i.e. spontaneous changes in posture, gestures and place-to-place movement) is permissible. However, this active use of the body should:

(A) be appropriate to the demands of the selection;

(B) be a natural outgrowth from the literature to be performed; and

(C) be limited in scope.

The judge's opinion in this matter is final. Coaches are encouraged to prepare contestants for the fact that judges will apply their own opinions to what they value in style and delivery and these opinions will vary from judge to judge.

(d) **CONTEST ADMINISTRATION.**

(1) *Personnel.*

(A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.

(B) *Timekeeper.* A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or timecards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.

(C) *Judges.* The contest director may recruit one judge or an odd-numbered panel of judges for each section. Judges may not be coaches of participating students. Prior to the contest, judges should become familiar with the oral reading evaluation sheet and the standards for style and delivery. So far as possible, judges should not know what school any contestant represents.

(2) *Creating Sections.* A section shall consist of no more than eight contestants. If nine or more students enter oral reading, they shall be divided into sections using the guidelines in Section 1003. Districts may create smaller sections when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.

(3) *Materials.*

(A) *Provided by UIL.* The following materials will be provided to schools submitting the appro-



## Oral Reading



## Oral Reading

**See pages 18-21 for instructions on creating preliminary sections and determining ranks.**

- appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) Evaluation sheets.
  - (ii) Judges' Ballots.
  - (iii) Contest Director's Ranking Sheet for a panel of judges.
  - (iv) Contest rosters.
- (B) *Provided by the Student.* Literature to be performed in appropriate notebook.
- (C) *Other.* No other materials may be used in the contest.
- (e) **CONDUCTING THE CONTEST.**
- (1) *Speaker Order.* Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.
  - (2) *No Cheering.* Audiences are permitted. Cheering should not be permitted during a contestant's presentation, and the contest director shall see that this rule is strictly enforced.
  - (3) *No Coaching.* No speaker may be coached or prompted in any manner during the delivery of the selection.
- (f) **JUDGING.**
- (1) *Briefing Judges.* Prior to the contest, judges should become familiar with the oral reading evaluation sheet and the standards for style and delivery.
  - (2) *Criteria.* The evaluation sheet will include sections for commentary on understanding of the text, control of the performance, appropriateness of the selection, how well the performer prepared the audience and made the meaning of the selection clear as well as the quality of the performance including portrayal of the characters and how well the performer captured and communicated the essence of the literary work.
- (3) *Length of Readings.* Students who go over the allotted six minutes shall be penalized one rank. For example, if the judges rank a student second who has gone over the time limit, that student shall be assigned third place and the student who was ranked third will be given second place. Because contestants of many ages participate in this activity, and because coaches are encouraged to choose selections of lengths which are suited to the ages of the contestants, there is no minimum time limit.
  - (4) *Questions.* Questions should be made to the contest director before the decision of the judges is announced as official. The decisions of the contest directors and/or meet officials on these matters are final.
  - (5) *Ranking the Contestants.* If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See 1003 (b).
  - (6) *Ties.* There can be no ties in this competition. Ties shall be broken in accordance with Section 1003 (b).
  - (7) *Points.* Points are awarded through sixth place according to Section 1408 (i).
- (g) **VERIFICATION PERIOD.** If a panel of judges is used, a verification period should be provided, during which unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The rankings given by judges are not subject to question.
- (h) **OFFICIAL RESULTS.** The contest director shall announce the official results. Official results, once announced, are final.

# Suggested Sources

There is no required list for Oral Reading. Selections must be published although the author may be unknown or anonymous. The following list is provided only as a springboard for ideas. There are countless examples of quality literature that is age-appropriate for students in oral reading. One of the benefits and much of the fun of participating in oral reading is exploring literature to find a selection you love and want to share with others. Happy hunting!



## Oral Reading

### Poetry

- Aiken, Conrad, *Cats and Bats and Things with Wings*
- Arbuthnot, Mary Hill, *The Arbuthnot Anthology; A Time for Poetry* (with Shelton L. Root, Jr.)
- Benet, Stephen Vincent, "Nightmare Number Three"
- Bennett, Rowena Bastin, *Songs from Around a Toadstool Table*
- Berry, James, ed., *Classic Poems To Read Aloud*
- Bissett, Donald J., *Poems and Verses about the City, Poems and Verses to Begin On*
- Bradbury, Ray, "I was the Last, the Very Last"
- Brecht, Bertolt, "The Children's Crusade"
- Brooks, Gwendolyn, *Bronzeville Boys and Girls; "The Life of Lincoln West"*
- Cammaerts, Emile, *The Poetry of Nonsense*
- Candill, Rebecca, *A Pocketful of Crickets*
- Carroll, J.A. & Wilson, E.E. compilers, *Poetry After Lunch*
- Carroll, Lewis, "The Walrus and the Carpenter"
- Ciardi, John, *The Reason for the Pelican; Someone Could Win a Polar Bear; You Know Who; You Read to Me, I'll Read to You*
- Coatsworth, Elizabeth, *Poems; Summer Green; Down Half the World; Peaceable Kingdom and Other Poems*
- Cullum, Albert, *The Geranium on the Windowsill Just Died But Teacher You Went Right On; You Think Just Because You're Big, You're Right*
- Dahl, Roald, *Revoluting Rhymes*
- Dakos, Kalli, *Don't Read this Book Whatever You Do; If You're Not Here, Please Raise Your Hand*
- de la Mare, Walter, *Peacock Pie*
- Dicky, James, "Tucky the Hunter"
- Dr. Seuss, Many books
- Dunning, Stephen, Edward Lueders, and Hugh Smith, eds., *Reflections on a Gift of Watermelon Pickle*
- Eliot, T.S., *Old Possum's Book of Practical Cats*
- Fadiman, Clinton, ed. *The World Treasury of Children's Literature* (3 volumes)
- Field, Rachael, *Poems; Taxis and Toadstools*
- Fields, James Thomas, "The Owl Critic"
- Frost, Francis, *The Little Whistler*
- Frost, Robert, *You Came, Too: Favorite Poems for All Ages.*
- Fyleman, Rose, *Fairies and Chimneys*
- Giovanni, Nikki, *Ego-Tripping and Other Poems for Young People*
- Glenn, Mel, *Class Dismissed; Class Dismissed II*
- Graham, Al, "Casey's Daughter at the Bat"
- Greenfield, Eloise, *Honey, I Love and Other Love Poems*
- Hader, Berta and Elmer, *Snow in the City*
- Harbaugh, Thomas Charles, "Trouble in the Amen Corner"
- Hubbell, Patricia, *The Apple Vendor's Fair*
- Hughes, Langston, *Don't You Turn Back*
- Kay, Helen, *City Spring*
- Klein, Gerda, *The Blue Rose*
- Kuskin, Karla, *Dogs and Dragons, Trees and Dreams*
- Lansky, Bruce, *The New Adventures of Mother Goose, and other books of poems*
- Lenski, Lois, *The Life I Live*
- Lewis, Richard, ed., *Miracles*
- Livingston, Myra Cohn, *Sky Songs*
- McCloskey, Robert, *Time of Wonder*
- McGinley, Phyllis, *Merry Christmas, Happy New Year (contains some prose)*
- McNaughton, Colin, *Who's Been Sleeping in My Porridge?*
- Merriam, Eve, *Boys and Girls, Girls and Boys; Catch a Little Rhyme; Finding a Poem; The Inner City Mother Goose; It Doesn't Always Have to Rhyme; Rainbow Writing; There is No Rhyme for Silver, "Inside a Poem"*
- Milne, A.A., "Blinker"
- Moss, Jeff, *The Butterfly Jar*
- Nash, Ogden, *A Boy is a Boy, "Custard the Dragon"*
- Noyes, A., "The Highwayman"
- Plath, Sylvia, "Beds"
- Prelutsky, Jack, *The New Kid on the Block; Snop on the Sidewalk*
- Sandburg, Carl, *Early Moon & other poems*
- Service, Robert, "The Pencil Seller"
- Silverstein, Shel, *A Light in the Attic; Falling Up; Where the Sidewalk Ends*



## Oral Reading

- Smith, William J., *Typewriter Town*
- Soto, Gary, *Canto Familiar*
- Stein, Gertrude, *The World is Round*
- Tresselt, Alvin, *Sun Up*

### Prose

- Baum, Frank, *The Wizard of Oz*
- Bloomingdale, Teresa, *Murphy Must Have Been a Mother* & other stories
- Blume, Judy, *Books*
- Bombeck, Erma, *Stories*
- Bradbury, Ray, *Stories*
- Brown, Rita Mae, *Six of One*
- Brown, Virginia, *Who Cares*
- Byars, Betsy, *The Summer of Swans* & other books
- Canfield, Jack, *Chicken Soup for the Teenage Soul* & others
- Carroll, Lewis, *Alice in Wonderland; Through the Looking Glass*
- Cisneros, Sandra, *Stories about growing up*
- Cleary, Beverly, *Books*
- Clymer, Eleanor, *The Big Pile of Dirt*
- Collier, Christopher & James, *My Brother Sam is Dead* & other books (history & historical fiction)
- Conford, Ellen, *If This is Love, I'll Take Spaghetti*
- Cooney, Barbara, "Three Cheesecakes and a Coffee"
- Cooney, Caroline, *Drivers Ed; Goddess of Yesterday* & others
- Crutcher, Chris, *Athletic Shorts*
- Dahl, Roald, *Short stories or novels*
- Danziger, Paula, *The Cat Ate My Gymsuit* & other stories
- DiCamillo, Kate, *The Tale of Despereaux; Because of Winn-Dixie*
- Dolson, Hildegard, "How Beautiful with Mud"
- Dr. Seuss, *500 Hats of Bartholomew Cubbins, Butter Battle Book*
- Ephron, Delia, *Funny Sauce; How to Eat Like a Child (and Other Lessons in Not Being a Grownup)*
- Faulkner, William, *The Wishing Tree*
- Fleming, Ian, *Chitty-Chitty-Bang-Bang*
- Gag, Wanda, *Millions of Cats*
- Gilbert, Sarah, *League of their Own*
- Grahame, Kenneth, *Wind in the Willows*
- Henry, O., *Stories*
- Hinton, S. E., *Tex*
- Jackson, Shirley, *Stories*
- Kipling, Rudyard, *The Jungle Book; Just So Stories*, "The Elephant's Child"
- Lang, Andrew, "The Six Sillies"
- Lawson, Robert, *Ben and Me*
- Lee, Harper, *To Kill a Mockingbird* (some scenes)
- Lewis, C.S., *The Lion, the Witch and the Wardrobe*
- Lewis, Richard, ed., *Journeys: Prose by Children of the English Speaking World*
- Lindgren, Astrid, *Pippi Longstocking*
- MacIntosh, Prudence, *Any stories*
- McManus, Patrick, "Tenner Shoes"
- Milne, A.A., *The House at Pooh Corner; Winnie the Pooh*
- O'Connor, Frank, "First Confession"
- O'Hara, Mary, *My Friend Flicka*
- Osborne, Mary Pope, the *Magic Treehouse* books
- Peck, Richard, *A Long Way from Chicago; A Year Down Yonder*
- Pintauro, Joseph, *One Circus, Three Rings, Forever and Ever Hooray*
- Saki, "The Storyteller"
- Sandburg, Carl, *Abe Lincoln Grown Up; Rootabaga Pigeons; Rootabaga Stories*
- Sendak, Maurice, *Where the Wild Things Are*
- Silverstein, Shel, *Lafcadio; The Lion Who Shot Back; The Giving Tree*
- Singer, Isaac B., *Tales for Children*
- Slobodkin, Louis, *The Amiable Giant*
- Soto, Gary, *Summer on Wheels* and other stories and novels
- Spryi, Johanna, *Heidi*
- Thurber, James, *Stories*
- Tolkein, J.R.R., *The Hobbit*
- Travers, P.L., *Mary Poppins*
- Twain, Mark, *Novels or short stories*
- Weik, Mary Harp, *The Jazz Man*
- White, E.B., *Charlotte's Web; Stuart Little; The Trumpet of the Swan*
- Wilder, Laura Ingalls, *Little House* books
- Zion, Gene, *Harry by the Sea*
- Zipes, Jack, ed., *The Outspoken Princess and the Gentle Knight: A Treasury of Modern Fairy Tales*

Links to numerous lists of award winning literature for children and young adults are available on the UIL web site at [www.uil.texas.org/aplus](http://www.uil.texas.org/aplus)



# Oral Reading EVALUATION SHEET

## INSTRUCTIONS

Please read from the *Constitution and Contest Rules* the instructions for evaluating the performances of the Oral Reading contestants. This evaluation criteria has been developed to feature each element of the oral reading situation: the text, the performer, the audience and the combination of all of these – the performance. The questions will overlap, but your comments will be valuable and instructional if you can address each area. You may continue your comments on the back. Please make your comments using language understandable to the contestant. Students and instructors appreciate specific and constructive comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

**Speaker Number** \_\_\_\_\_

**Speaker Name** \_\_\_\_\_

**Section** \_\_\_\_\_

**Selection** \_\_\_\_\_

### TEXT

Did the performer understand and recreate the speaker or narrator in the selection? Who is talking and why? Did the performer understand and recreate the scene in the selection? Where and when is the speaker/narrator talking and why? Did the performer understand and recreate the situation in the selection? What is happening?

### PERFORMER

Was the performer in control of the performance situation? Did the performer adequately reflect the mood of the selection?

### AUDIENCE

Introductions and transitions are optional. If presented, did the performer prepare you to listen to the selection? Was the reading memorable to you? Was the meaning of the selection clear to you?

### PERFORMANCE

Was the climax(es) of the selection evident in the performance? Did pacing, pauses and builds seem appropriate? Were characters distinctly portrayed vocally, physically, emotionally, intellectually? Did the performance capture and communicate the essence of the literary work? Was it effective?

Judge's signature \_\_\_\_\_



# JUDGE'S MASTER BALLOT

**CIRCLE EVENT:**    Impromptu Speaking        Modern Oratory        Oral Reading        Storytelling

## INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

**DISTRICT** \_\_\_\_\_

**SECTION** \_\_\_\_\_

**GRADE LEVEL** \_\_\_\_\_

**ROUND**     Prelims     Finals

<b>SPEAKER NUMBER</b>	<b>NAME</b>	<b>TITLE</b>	<b>JUDGE RANK</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

*Judge's signature* \_\_\_\_\_



# Contest Director's Ranking Sheet for a panel of judges in speaking events

**EVENT** \_\_\_\_\_

**SECTION**   I      II      III      IV      FINALS

**BEFORE RANKING, CHECK THE FOLLOWING**

- Evaluation sheets have ranks       Speaker order       Length of presentation

**CRITERIA FOR DETERMINING PLACES AND BREAKING TIES**

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

**NOTES**

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

Speaker Number	Judge I	Judge 2	Judge 3	Totals	Preference*	Decimal Value*	Rank
1							
2							
3							
4							
5							
6							
7							
8							

\* Judges' preference and decimal values are used only to break ties.



# Ready Writing

Texas puts great emphasis on writing skills at all levels of school and all levels of state-wide testing. Ready writing builds those skills and helps students refine their writing abilities. In particular, this contest helps them learn to write a clear and correct paper that is interesting and original.

## Section 1462:

### READY WRITING

#### (a) REPRESENTATION.

- (1) *Contestants.* Students in the third, fourth, fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of three divisions (third/fourth, fifth/sixth, seventh/ eighth) unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* There is no team competition in the Ready Writing contest.

#### (b) NATURE OF CONTEST.

- (1) *Summary.* Texas has put a great emphasis on writing skills at all levels of school and all levels of statewide testing. Ready Writing builds upon those skills and helps students refine their writing abilities. In particular, this contest helps them learn to write clearly and correctly a paper that is interesting and original.
- (2) *Contest Format.* Contestants are given a choice between two prompts, each of which defines the audience and provides the purpose for writing. Students should be encouraged to analyze the prompts for purpose, format, audience and point of view. The format may be, for example, a letter, an article for the newspaper or an essay for the principal. Various writing strategies may be stated or implied in the prompt. Some of these include:
  - (A) description to inform – describe the happening or person/object from imagination or memory;
  - (B) narration – write a story;
  - (C) persuasion – describe and argue

just one side of an issue; describe both sides of an issue then argue only one side; write an editorial; write a letter to persuade, etc.

There is no minimum or maximum number of words the contestants may write.

- (3) *Tests.* One test will be provided for grades 3 and 4; another test will be provided for grades 5 and 6, and a third test will be provided for grades 7 and 8. The League will make available one set of prompts for invitational meets, one for fall/winter district meets and one for spring district meets.

#### (c) CONTEST ADMINISTRATION.

##### (1) *Personnel.*

(A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.

(B) *Judges (Graders).* A single or an odd number panel of judges should be familiar with the instructions for judging and the contest rules. They should be qualified and impartial. Judge(s) may not be coaches of participating students. The contest director may recruit as many judges as necessary.

- (2) *Time Allotted for Contest.* Two hours are allowed for writing the compo-





## Ready Writing

sition. The district executive committee may shorten the length of the contest period to conform to the needs of the grade level.

(3) *Materials.*

(A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

- (i) Prompts and evaluation sheets.
- (ii) Judges' Ballots.
- (iii) Contest rosters.

(B) *Provided by the Student or School.*

- (i) Blank paper (ruled or plain white).
- (ii) Pens, pencils and/or erasers.

(C) *Other.* Contestants may use a standard thesaurus and dictionary during the contest.

(d) **CONDUCTING THE CONTEST.**

(1) *Number Contestants.* As roll is called, instruct contestants to write the assigned contestant number in the upper right hand corner of each page and circle the number. Coaches may assist in this process prior to the contest.

(2) *Clear Room.* Contestants and coaches should be informed of the time and place of an optional viewing period, if one is scheduled. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

(3) *Distribute Topic Sheets.* Instruct contestants to select only one topic. Read each topic and accompanying statements aloud but allow no discussion.

(4) *Time Warning.* Warn contestants when only 15 minutes remain in the contest period.

(e) **OPTIONS FOR WRITING.** Contestants may use ruled or plain white paper, standard notebook or typing paper to hand-write their essays. Students may bring and use their own computers. If contestants choose to use their own computers, they shall bring their own printers, associated hardware, software and paper. Laptop computers are

permitted and recommended. Spell check and thesaurus functions may be used if available on computers. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting. Contestants may use electronic or printed dictionaries and thesauruses. The entry should be written on one side in pencil or ink, or typed on a word processing computer using any standard size font and one-inch margins on regular sized computer paper. Instruct contestants to write the topic they have chosen about two inches below the top of the first page and begin the body of their compositions below the topic. Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director. Instruct contestants to write or type their numbers in the upper right-hand corner of each page.

(f) **JUDGING.**

(1) *Briefing Judges.* Prior to the contest, the director should discuss thoroughly with judges the criteria for evaluating the compositions.

(2) *Criteria for Judging.* The composition is judged on interest (50%), organization (35%) and correctness of style (15%).

(A) Interest depends primarily upon substance, i.e., having something to say that is worth saying because of its acuteness of analysis and its originality of thought. It depends next upon clarity and upon including specific details and examples which individualize the writing as an outgrowth of the writer's character and experience.

(B) The plan of the whole composition should be such that each part contributes to an understanding of the writer's main idea or thesis. No part should be misleading or unrelated to that thesis. The organization of each paragraph should be directed to the logical and full development of one idea.

(C) Correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word use that hinder clear communication.

(3) *Ranking Compositions.* Judges should read the compositions and without marking



Ready  
Writing

**These sample  
topics were  
taken from  
2013-2014  
tests.**

# Ready Writing Sample Topics

## INSTRUCTIONS

Choose **one** of the following topics. Write the topic you have chosen at the top of your paper. Remember you should not use your real name or that of your school in the composition.

## THIRD AND FOURTH GRADES

Topic: *A Role Model* Think about someone who has made you a better person. Describe one or two positive characteristics of this person and explain how he or she has changed your life.

Topic: *A New Student* Imagine a student from a different country has just arrived and is a new student in your classroom. Write a letter to this person introducing who you are, explaining how the school day works, and telling the new student about anything else to make him or her feel welcome.

## FIFTH AND SIXTH GRADES

Topic: *The Magic Lamp* Imagine you have found a magic lamp. Instead of having the power to have three wishes granted for yourself, you have been given the power to give a gift of your choice to any person. In an essay, explain what you are giving and who would receive this gift.

Topic: *Homework Assignments* Write an essay exploring why some people agree and others disagree with the following statement: Students should be assigned 2-3 hours of homework per night. After you have explained why people agree and disagree with this statement, argue your opinion giving specific reasons.

## SEVENTH AND EIGHTH GRADES

Topic: *Building a Door* Someone once said: "If opportunity doesn't knock, build a door." In your own words, what do you think this quote means? Use your interpretation of the quote to write an essay specifically explaining how you can use the message in the quote to achieve a goal.

Topic: *Driving Age* Some people argue that the driving age should be increased to age 18. Write a compelling argument explaining your opinion about raising the driving age. Should it be raised, or should the driving age stay the same? You may use examples from your own life or others to support your opinion.

- on the papers, rank them in the order of their excellence: 1, 2, 3, 4, etc. The judges should discuss the compositions contending for rank, and may alter their decisions as a result of discussion. Judges are to reach a consensus on the rankings.
- (4) *Ties*. There can be no ties in this contest.
  - (5) *Preparing Critiques*. Judges should prepare comments for each entry on the Ready Writing Individual Evaluation Sheets.
  - (6) *Points*. Points are awarded through sixth place. See Section 1408 (i).
- (g) **VIEWING PERIOD**. An optional period of time not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations and compositions.
- (h) **OFFICIAL RESULTS**. After the optional viewing period has ended and all compositions have been collected, the contest director shall announce the official winners. Official results, once announced, are final.
  - (i) **RETURNING MATERIALS**. No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



# Ready Writing

## ELEMENTARY, MIDDLE SCHOOL, AND JUNIOR HIGH EVALUATION SHEET

### INSTRUCTIONS

Please read from the *Constitution and Contest Rules* or the *A+ Handbook* the instructions for evaluating the ready writing essays. Judges should read the paragraph prompts that are given to the contestants. The compositions are to be evaluated as to relative excellence in interest (50%), organization (35%) and correctness of style (15%). While judges are to consider all three elements in selecting the most effective compositions, they should weigh interest more than organization and organization more than correctness of style.

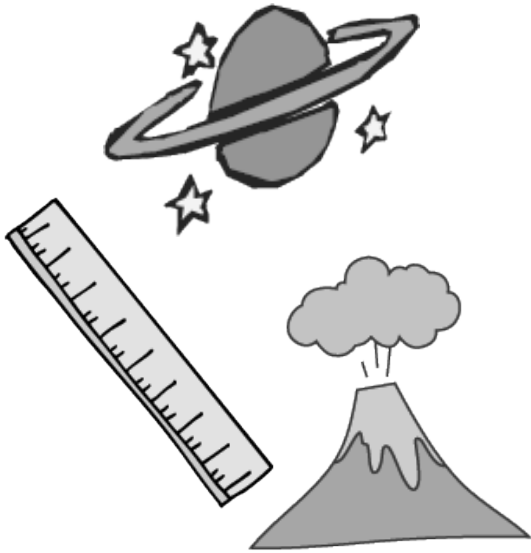
**CONTESTANT NUMBER** \_\_\_\_\_ **TITLE OF COMPOSITION** \_\_\_\_\_

CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:

AREAS NEEDING IMPROVEMENT:

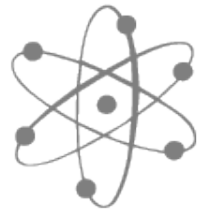
*Judge's signature* \_\_\_\_\_





# Science

Emphasis for the science contest will be placed on knowledge of scientific fact, understanding of scientific principles and the ability to think through scientific problems. The contest is designed to test not only memory but the ability to think critically about science and science concepts.



Science

## Section 1466: SCIENCE I and II

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the seventh and eighth grades who are eligible under Section 1400 may enter each division of this contest only one time. With permission of the district executive committee, sixth grade students may participate in the Science I contest; however, students shall not compete more than one year in each division.
- (2) *Divisions.* This contest will consist of two divisions: Science I for seventh grade; Science II for eighth grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* Emphasis for the Science contest will be placed on knowledge of scientific fact, understanding of scientific principles and the ability to think through scientific problems. The contests are designed to test

not only memory but the ability to think critically about science and scientific processes and concepts. Such concepts include, but are not limited to: matter and energy, equilibrium, force and motion, physical and chemical properties, the relationship between organisms and the environment, the components of our solar system, the composition of matter and genetics. The contests will build upon the vast body of changing and increasing knowledge described by physical, mathematical and conceptual models.

- (2) *Contest Format.* Each test will consist of approximately 35 objective questions which will be taken primarily from current state-adopted science textbooks and the curriculum.
- (3) *Tests.* For both Science I and Science II, one invitational test, one fall/winter district test and one spring district test will be provided.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and

**With permission of the district executive committee, sixth grade students may participate in the Science I contest. Students are limited to one year of eligibility in each division.**



## Science

- resolving any problems that arise. The director may appoint an assistant director.
- (B) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.
- (2) *Time Allotted for Contest.* This is a 45-minute contest.
- (3) *Materials.*
- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) Printed tests and answer blanks.
- (ii) Answer keys.
- (iii) Contest rosters.
- (B) *Provided by the Host School.*
- (i) Blank paper.
- (ii) Pens, pencils and/or erasers.
- (C) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Number Contestants.* Distribute answer sheets. As roll is called, instruct contestants to write the assigned contestant number in the upper right-hand corner of the answer sheet.
- (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
- (3) *Distribute Tests.* Instruct contestants not to open the tests until the start signal has been given.
- (4) *Time Warning.* After 30 minutes, warn the contestants that there are only 15 minutes left in the testing period.
- (5) *Signal to Stop.* At the end of 45 minutes give a stop signal and ask contestants to put their pencils and pens down.
- (6) *Test Collection.* Collect all tests, answer sheets and scratch paper.
- (e) **GRADING.**
- (1) *Briefing Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
- (2) *Criteria.* The approximately 35-question test is graded objectively.
- (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. For each correct answer, add five points. For each incorrect answer, subtract two points. No deduction is taken for skipped or unanswered items.
- (4) *Ties.* Ties shall not be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third, etc.
- (5) *Points.* Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers and answer sheets have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

# Science I



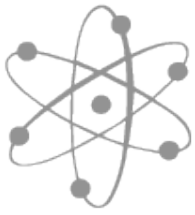
## Science

- A major atmospheric by-product of photosynthesis is  
A.  $H_2O$ .      B.  $CO_2$ .      C.  $H_3O$ .      D.  $O_2$ .
- The presence of HCL (hydrochloric acid) in the stomach of mammals is responsible for which of the following?  
A. conversion of pepsinogen to pepsin      C. conversion of sugar into starch  
B. secretion of bile      D. secretion of glucose
- Mars and Earth are both inner planets in the solar system and both have an atmosphere. The atmosphere of Mars is composed of all the following materials EXCEPT  
A. H.      B.  $O_2$ .      C.  $CO_2$ .      D. N.
- Due to the size of Texas, there are a variety of environments within the state. Which of the following is NOT an example of erosion that can take place in an environment?  
A. The movement of a material down a slope due to gravitational forces.  
B. Erosion caused by precipitation.  
C. When materials pull apart because water freezes inside the material.  
D. The movement of materials by the wind.
- Normally a fever occurs when the body is trying to maintain homeostasis in response to the immune system being compromised. An individual with a fever might experience all of the following EXCEPT  
A. increased heart rate.      C. increased muscle tone.  
B. feeling hot.      D. None of the above
- To explore the universe, scientists locate various molecules and compounds that are important for humans during extended travel in space. In September of 2009, NASA scientists discovered the existence of what two molecules on the Moon that might help aid in using the Moon as a "refilling station"?  
A. water and acetone      C. water and nitrous oxide  
B. water and hydronium      D. water and hydroxyl
- Like eye color, blood type is passed genetically from your parents. A married couple adopted a male child. A few years later, twin boys were born to them. The blood group of the couple is AB positive and O negative. The blood group of the three sons is A positive, B positive, and O positive. The blood group of the adopted son is  
A. A positive.      C. O positive.  
B. B positive.      D. AB positive.
- Consider the following statements:
  - Biodiversity is normally greater in the lower latitudes as compared to the higher latitudes.
  - Along the mountain gradients, biodiversity is normally greater in the lower altitudes as compared to the higher altitudes.Which of the statements given above is/are correct?  
A. only 1      C. both 1 and 2  
B. only 2      D. neither 1 nor 2

**These sample questions are taken from the Science I 2013-2014 Fall/Winter District Test.**

### Answer Key Science I

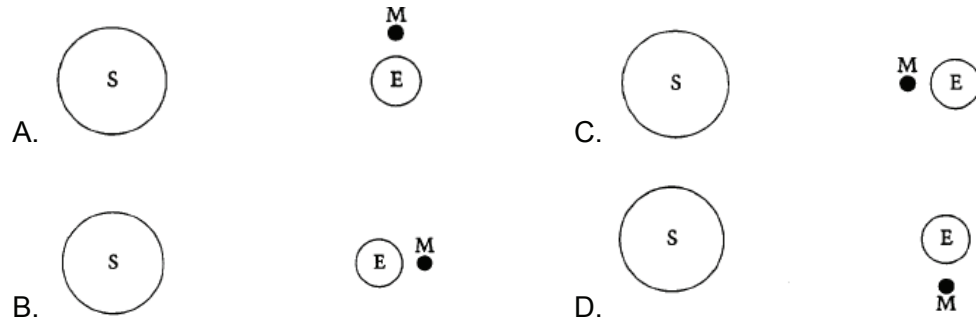
- D
- C
- A
- C
- B
- D
- C
- C



## Science

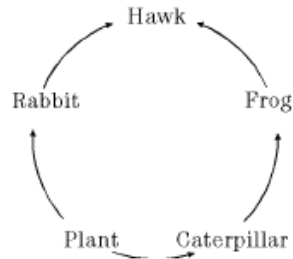
# Science II

1. Which of the following best illustrates the position of the Earth (E), Sun (S), and Moon (M) during a lunar eclipse?



2. When did Newton first propose his Laws of Motion?
- A. during World War I  
B. after the Civil War  
C. approximately 300 years ago  
D. after humans orbited the Earth
3. Which of the following is the most important factor in determining an element's placement on a modern periodic table?
- A. mass number  
B. number of neutrons  
C. overall net charge  
D. number of protons

4. Which of the following organisms is NOT contained in the following food web?



- A. producer  
B. consumer  
C. decomposer  
D. prey

5. Numerous vehicles today are designed to crumple, or compress, in case of an accident. Why are vehicles designed with crumple zones?
- A. The crumple zone is made from less expensive materials, and costs less to produce.  
B. The crumple zone is made from less expensive materials, so repairs will cost less.  
C. The crumple zone transfers the force of impact from the car to the object it hits, reducing the passengers' number of possible injuries.  
D. The crumple zone absorbs the force of the impact, reducing the passengers' number of possible injuries.
6. What is the primary energy source for all weather events, including hurricanes and tornadoes?
- A. ocean currents  
B. Earth's rotation  
C. the sun  
D. the moon
7. The expansion of the universe was discovered by observing that galaxies were moving away from us. Who made this discovery?
- A. Copernicus  
B. Edwin Hubble  
C. Galileo  
D. Albert Einstein

**These sample questions are taken from the Science II 2013-2014 Fall/Winter District Test.**

### Answer Key

Science II

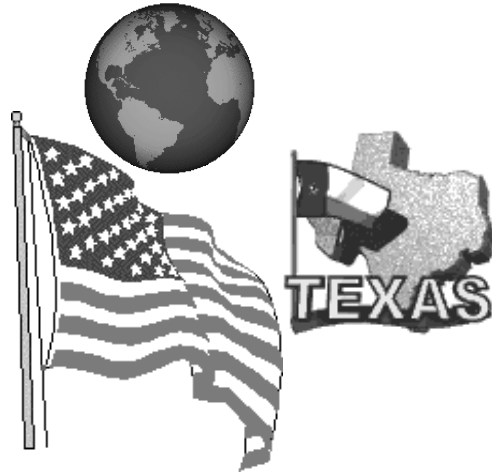
1. B  
2. C  
3. D  
4. C  
5. D  
6. C  
7. B



# The Social Studies Contest

This contest is designed to encourage students to expand their knowledge of social studies, particularly in the areas of history, government systems, economics, citizenship and culture. Students will be given an objective test containing approximately 40 questions which must be answered in 30 minutes. The contest consists of two divisions, one for grades 5 and 6 and one for grades 7 and 8.

**Note:** New contest study outlines and primary source documents for 2014-2015 are available on the UIL web site: [www.uil texas.org/aplus](http://www.uil texas.org/aplus).



## Section 1468: SOCIAL STUDIES

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of two divisions, one for grades 5 and 6 and one for grades 7 and 8. With the approval of the district executive committee, a district may have separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest is designed to encourage students to expand their knowledge of social studies, particularly in the areas of history, government sys-

tems, economics, citizenship and culture.

- (2) *Contest Format.* Students will be given an objective test containing approximately 40 questions, which shall be answered in 30 minutes.
- (3) *Tests.* Subject matter used for the test will be taken from currently adopted social studies textbooks and identified primary sources.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.* All personnel in this contest may be coaches of participating students.
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
  - (B) *Timekeeper.* The contest director or assistant will serve as the official timekeeper and will give only a start and stop signal.
  - (C) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.
- (2) *Time.* Contestants will be given 30 minutes to answer the test questions.
- (3) *Materials.*
  - (A) *Provided by UIL.* The following mate-



- rials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) Tests.
  - (ii) Answer key.
  - (iii) Answer sheets.
  - (iv) Contest rosters.
- (B) *Provided by the School or Student.* Pens and/or pencils.
  - (C) *Other.* No other materials or notes may be used in the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Number Contestants.* Distribute a copy of the test to all contestants, instructing them not to open tests until the start signal is given. As roll is called, instruct students to write their assigned contestant number in the space provided on the answer sheets.
  - (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Anyone not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
  - (3) *Testing.* Inform contestants that answers should be recorded on the answer sheet provided.
  - (4) *Test Collection.* When the stop signal has been given, ask all contestants to put their pencils down. Collect all tests and answer sheets.
- (e) **GRADING.**
- (1) *Brief Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
  - (2) *Criteria.* The test is graded objectively.
  - (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. Award three points for each correct answer. Deduct two points for each incorrect answer. No points are added or deducted for questions that are not answered.
  - (4) *Ties.* No ties are to be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
- (5) *Points.* Points are awarded in individual competition through sixth place. Points are awarded in team competition through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (f) **VERIFICATION PERIOD.** The contest director should designate a time and place for a 15-minute verification period at which time contestants and/or coaches are given the opportunity to view their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

## Sample Social Studies Questions for 5 and 6

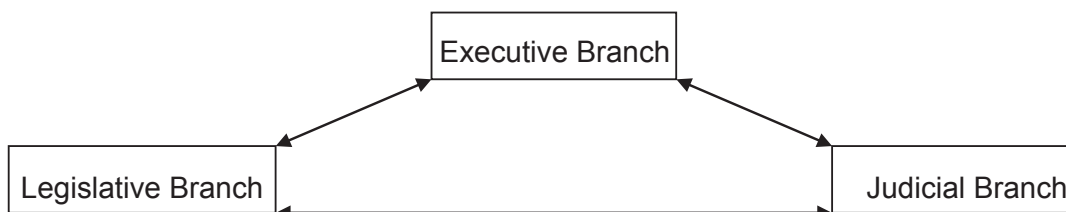


### Social Studies

1. Why did the American colonists feel that they must declare their independence from Britain?
  - A. The colonists were becoming a powerful world leader.
  - B. Cultural differences were too strong.
  - C. Britain was a drain on the economy of the colonies.
  - D. The British king's abuse of power and his taking away the rights of the American people.
2. How did Thomas Paine try to persuade Americans to declare their independence from Britain?
  - A. He held town meetings.
  - B. He published Common Sense.
  - C. He held revivals.
  - D. He wrote editorials in local newspapers.
3. An amendment is
  - A. a tax on imported goods.
  - B. not taking sides in an argument.
  - C. an addition or change to the Constitution.
  - D. an organized refusal to buy goods.

"If men were angels, no government would be necessary. If angels were to govern men, [no] . . . controls on government would be necessary."

4. Who was the author of the above excerpt from The Federalist Papers?
  - A. James Madison
  - B. Patrick Henry
  - C. George Mason
  - D. John Hancock
5. Why was the Bill of Rights so important to the Constitution?
  - A. It encouraged trade between the continents.
  - B. It sanctioned a state religion for all colonists.
  - C. It pledged to guarantee personal freedoms by placing certain limits on government, which convince some states to ratify it.
  - D. It gave assurances to colonists who feared the new government could not protect them against foreign countries.



6. What principle of government is illustrated in the above diagram?
  - A. checks and balances
  - B. Federalism
  - C. separation of powers
  - D. Republicanism

**These sample test questions are taken from the 2013-2014 Fall/Winter District Test for grades 5-6.**

### Answer Key

1. **D**
2. **B**
3. **C**
4. **A**
5. **C**
6. **A**



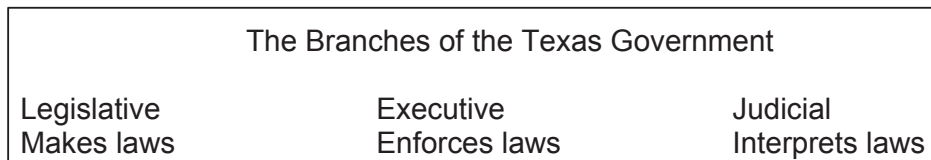
Social Studies

# Sample Social Studies Questions for 7 and 8

- Why was the form of government adopted by the Texas legislature considered a limited government?
  - The legislature wanted a government that allows little or no private ownership of property and strong control over the economy and society as a whole.
  - The Texas Constitution restricts government power.
  - It allowed the Church to sell pardons for sins.
  - The Governor rules without any restrictions.

“All political power is inherent in [natural to] the people, and all free governments are founded on their authority, and instituted [created] for their benefit.”

- This excerpt from the Texas Constitution reflects which principle of government?
  - limited government
  - Republicanism
  - individual rights
  - popular sovereignty



- Which principle of government is reflected in the above diagram?
  - separation of power
  - Republicanism
  - checks and balances
  - Federalism
- Who is the chief executive officer in the State of Texas?
  - Speaker of the House
  - Supreme Court Justice
  - Governor
  - Pope
- A misdemeanor is
  - a major crime.
  - a legal dispute between individuals.
  - brought about by the government against persons accused of crimes.
  - a minor crime.
- How does the State of Texas provide money to the public school system?
  - Permanent School Fund
  - income taxes
  - gifts
  - tariffs
- What provides the largest source of income to the State of Texas?
  - motor fuels tax
  - sales tax
  - vehicle tax
  - franchise tax
- Why was the Texas Navy considered to be so important to the Republic of Texas?
  - It needed to bring supplies to the citizens of the Republic.
  - It transported citizens to other ports.
  - It was a way to keep pressure on Mexico to recognize the independence of Texas.
  - It was a major source of revenue for the Republic.

**These sample test questions are taken from the 2013-2014 Spring District Test for grades 7-8.**

**Answer Key**

- 1. B**
- 2. D**
- 3. A**
- 4. C**
- 5. D**
- 6. A**
- 7. B**
- 8. C**



“university”

# Spelling

The spelling contest is designed to expose students to a wide variety of vocabulary words. It is not a contest of memorization. For the most educational value, preparation for this contest should include instruction in the rules of the English language, meanings and definitions, and root words.

**Note:** The *A+ Spelling List* changes each year, so students need the current list to study.

## Section 1470: SPELLING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the third, fourth, fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of three divisions – one for grades 3 and 4, one for grades 5 and 6, and one for grades 7 and 8 – unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* For each division, each participant school may enter as many as three contestants in the district meet.
- (4) *Team Competition.* If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* This contest is designed to give students exposure to a wide variety of vocabulary words. It is not a contest of memorization. For the most educational value, preparation for this contest should include instruction in the rules of the English language, meanings and definitions, and root words. In addition to learning to spell proficiently, contestants will learn to write clearly and to

capitalize words properly.

- (2) *Contest Format.* Students will write down words given by the pronouncer on their paper at a rate of approximately five words per minute.
  - (A) Grades 3 and 4: 50 words; tie breaker, 15 words.
  - (B) Grades 5 and 6: 80 words; tie breaker, 20 words.
  - (C) Grades 7 and 8: 110 words; tie breaker, 30 words.

The tie breaker is given to all contestants immediately following the initial test.

- (3) *Tests.* One test will be provided for grades 3 and 4, another for grades 5 and 6 and another for grades 7 and 8. For elementary and junior high contests, words will come from the appropriate UIL spelling list, state adopted textbooks and words of common usage. The authority for all words is *Merriam Webster's Intermediate Dictionary*. Approximately 20 percent of the test words will come from sources other than the UIL spelling lists.

### (c) CONTEST ADMINISTRATION.

- (1) *Personnel.*
  - (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may also serve as the pronouncer as long as he/she is not the coach of any stu-



## Spelling

**Order the current A+ Spelling List using the Academic Study Materials Order Form found in the appendix or on the UIL web site. The Spelling List is new each year.**

- dent in the contest. The director may appoint an assistant director.
- (B) *Pronouncer.* The pronouncer shall not be a coach of any contestant entered in the contest. The pronouncer should receive the test and tie breaker well in advance of the contest and should become familiar with the words and verify pronunciations and spellings of all words on the test. The pronouncer should be prepared not only to give two pronunciations of each word (if the word has more than one pronunciation) but also to provide an illustrative sentence for words which offer unusual difficulties.
- (C) *Verifier.* One or two verifiers check the pronunciations and definitions given by the pronouncer.
- (D) *Monitor (Optional).* The monitor shall not be a coach of a contestant in the contest. The monitor's duty is to make certain that contestants work quietly and independently.
- (E) *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules, and they may be coaches. The contest director may recruit more than three graders.
- (2) *Time Allotted for Contest.* Time should be allotted for introductory information, roll call, for pronouncing each word at a rate of approximately five words per minute, and for pronouncing words a second time, as needed.
- (A) Grades 3 and 4: approximately 30 minutes
- (B) Grades 5 and 6: approximately 45 minutes
- (C) Grades 7 and 8: approximately 60 minutes
- (3) *Materials.*
- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.
- (i) List of test and tie breaker words.
- (ii) Contest rosters.
- (iii) Instructions for the pronouncer, grader, verifier and monitor.
- (B) *Provided by the Host School.* Dictionary for the pronouncer, verifiers and graders to use if needed.
- (C) *Provided by the School or Student.* Pens or pencils and blank, lined paper, which may be numbered.
- (D) *Other.* No other materials or notes may be used in the contest.
- (4) *Delivery of Tests.* All tests should be delivered to the contest director and/or pronouncer well in advance of the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Number Contestants.* As roll is called, instruct contestants to place their assigned numbers in the upper right-hand corner of their answer documents.
- (2) *Clear Room.* Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.
- (3) *Pronounce Words.* The following are points of clarification for the pronouncer and verifier:
- (A) *Homonyms.* The pronouncer should be careful to distinguish between words that sound alike but have different meanings. When pronouncing the word "bass," be careful to give an example phrase "bass drum," or "bass voice," to distinguish it from "base."
- (B) *Clarification.* The pronouncer may provide a sentence and/or definition for clarification, if needed.
- (C) *Verifiers.* Verifiers should be given a copy of the test list and should mark any words for which they question the pronunciation or definition as the test is being dictated.

- (D) *Verifying Pronunciation.* After each test, when all words have been pronounced, the pronouncer, with the assistance of the verifier, shall verify and clarify any words in question. These words should be repronounced by the pronouncer.
- (4) *Tie Breaker Mandatory.* Contestants who do not take the tie breaker test shall be disqualified.
- (e) **JUDGING.**
- (1) *Briefing Graders.* Brief graders on the procedure to be used for grading and explain the scoring process.
- (2) *Criteria.* The test is graded objectively.
- (3) *Scoring.* Each test should be independently scored twice, and papers contending to place should be scored a third time. From the total number of word entries, deduct one point for each incorrectly spelled word.
- (A) *Word Order.* Any word omitted by the contestant is a miss. If all contestants omit the same word, the pronouncer is presumed to have failed to have given the word, so the omission by contestants is not considered a miss.
- (B) *Punctuation and Capitalization.* The misuse of an apostrophe or hyphen, or a mistake in capitalization is considered a miss. Contractions and possessive forms may be written with all letters connected or written separately.
- (C) *Misspelled Words on List.* Any word misspelled on the spelling list is not to be considered in grading the tests unless a correction has been published in the "Official Notices" section of the *Leaguer* and posted on the UIL website.
- (4) *Determining Legibility.* Contestants may print or write words. If there is a question about legibility of a letter, place a blank piece of paper on either side of the letter, separating it from its context, and then determine whether the letter can be identified. If two of three graders rule that a letter is legible, it should be considered correct.
- (5) *Ties.* Ties in individual competition are to be broken by scoring the tie breaker test of only those involved in the tie. When calculating team scores, do not include scores from the tie breaker portion of the test unless a tie exists. If a tie exists in team competition, calculate the tie breaker scores for only those teams involved in the tie. If the tie remains after scoring the tie breaker, the tie shall stand. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.
- (6) *Points.* Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.
- (7) *Certificates.* Students who score 100% in district competition are eligible to receive a Certificate of Achievement. Words misspelled on the tie breaker do not disqualify a student from a certificate.
- (f) **VERIFICATION PERIOD.** Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.
- (g) **OFFICIAL RESULTS.** After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (h) **RETURNING MATERIALS.** No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.



## Spelling

**Order the A+ Spelling List early so that students have sufficient time to study the current list.**



## Spelling

# Sample Spelling Test

Before the contest begins, the pronouncer should read the *Instruction to the Pronouncer* accompanying the list. Also, the pronouncer should watch the numbers in the parentheses and the minute hand of a clock or stopwatch while giving out the words. Numbers **not** in parentheses are the cumulative total of words pronounced.

**Please Note:** The **A+ Spelling List** is published each year with a new list of words. Students must have the current **A+ Spelling List** to prepare for the contest.

**This test is taken from the 2013-2014 Fall/Winter test for grades 5/6. In the actual test, there is also a tie breaker section included, but the format is the same.**

**Grades 3 and 4**  
50 words  
tiebreaker, 15 words  
approximately 30 min.

**Grades 5 and 6**  
80 words  
tiebreaker, 20 words  
approximately 45 min.

**Grades 7 and 8**  
110 words  
tiebreaker, 30 words  
approximately 60 min.

- |     |              |     |             |      |
|-----|--------------|-----|-------------|------|
|     | absolutely   |     | exercising  |      |
|     | notable      |     | low-grade   |      |
|     | ridiculous   |     | stubborn    |      |
|     | vaporize     |     | owlet       |      |
| 5.  | appetizer*   | (1) | vague*      | (6)  |
|     | yesterday    |     | chaos       |      |
|     | optimistic   |     | birthmark   |      |
|     | boundary     |     | centimeter  |      |
|     | forceful     |     | handlebar   |      |
| 10. | progress*    | (2) | mention*    | (7)  |
|     | cylinder     |     | election    |      |
|     | grandnephew  |     | jubilation  |      |
|     | domesticate  |     | nutritious  |      |
|     | lava         |     | quarrelsome |      |
| 15. | address*     | (3) | student*    | (8)  |
|     | ideally      |     | wholesale   |      |
|     | millionaire  |     | tremble     |      |
|     | theory       |     | pending     |      |
|     | population   |     | hesitate    |      |
| 20. | democratic*  | (4) | worth*      | (9)  |
|     | simplify     |     | delightful  |      |
|     | walkway      |     | admission   |      |
|     | unreasonable |     | kinship     |      |
|     | artichoke    |     | nigh        |      |
| 25. | pressure*    | (5) | solve*      | (10) |

\* Denotes word not on the 2013-2014 spelling list





# Spelling

## INSTRUCTIONS TO THE GRADER

Thank you for contributing your time to the UIL Spelling contest. The contestants are relying on you to grade their tests accurately and to be familiar with the rules for grading and scoring the tests. A couple of reminders:

- Plain writing rules are not a part of UIL Spelling contest. Students in all grade levels may use either a cursive or printing style of handwriting.
- Words may be written or printed in pen or pencil.
- Students may erase as necessary.

### **Legibility**

The correct spelling of a word consists of writing legibly the letters that compose it in their proper order. Contestants in all grade levels may use either a printing or a cursive style of handwriting. Legibility, and not handwriting style, is to be emphasized. To determine whether a given letter is legible, place a blank piece of paper on either side of it, thus separating it from its context, and then see whether the character can be identified. Any letter, even though it may not be perfectly written, is considered correct if it can still be identified when separated from the remainder of the word. If two of three judges rule that a letter is legible, it should be considered correct.

### **Dictionary**

The authority is the *Merriam-Webster's Intermediate Dictionary*.

### **Misspelling**

Any word misspelled in the *A+ Spelling List* should not be considered in grading the spelling papers unless a correction has been given in the "Official Notices" section of the *Leaguer* and/or posted on the UIL web site.

### **Correction**

If a word is misspelled on the test provided for the district meet, that word is to be corrected by the contest director and given to contestants for spelling.

### **Miss**

The misuse of an apostrophe or hyphen, or a mistake in capitalization is considered a miss.

### **Pronunciation**

Words are to be pronounced in order from the test lists furnished, and any word omitted by the contestant is a miss. If all papers omit the same word, the pronouncer is presumed to have failed to give the word, so the omission by contestants is not considered a miss.

### **Contractions and Possessive Forms**

Contractions and possessive forms may be written with all letters connected or may be written separately. Either way is correct.

Contest directors are responsible for determining the grade on each paper, but they may enlist your assistance. The contestant's grade shall be determined by deducting one point for each misspelled word. The contestant making the highest score shall be given first place; the one making the next highest score second place; and so on through sixth place.

In case of a tie for first through sixth place, the score on the tie breaker test shall be used to break the deadlock and determine the winner. If a tie still exists after the tie breaker has been graded, this tie shall not be broken. Should there be an unbroken tie for first place, there is no second place. Should there be a tie for second place, there is no third place, etc.

Please remain at the contest site during the verification period until the final results are announced in the event of any questions or protests.



# Spelling

## INSTRUCTIONS TO MONITOR/VERIFIER

Thank you for contributing your time to the UIL Spelling Contest. Your role as monitor assures a fair, well-managed contest. Your job is to ensure that the contestants are separated from each other as far as space in the room permits and to oversee contestants during the contest.

You should have a copy of the test list. If you cannot hear a word or if a definition is unclear, circle that word on your test copy. After all spelling words are pronounced, you will meet with the pronouncer and ask that these words be pronounced again. The procedure will be repeated for the tie breaker.

Thank you again for your time and effort. We appreciate your assistance.

## INSTRUCTIONS TO THE PRONOUNCER

Thank you for accepting this important job in the UIL Spelling Contest. The contestants are relying on your abilities to pronounce and pace the spelling words in this contest.

Well in advance of the contest, you should open and read each word on the test provided. It is the responsibility of the contest director and the pronouncer to see that the test does not reach any unauthorized person. Examining the test before the contest will give you time to become familiar with the words to be sure they can be pronounced properly and, if required, used in an illustrative sentence. If needed, consult a dictionary. The authority is the *Merriam-Webster's Intermediate Dictionary*.

If a word has two or more acceptable pronunciations, at least two of the pronunciations should be given by the pronouncer. Each pronunciation may be given only twice. If a word seems to offer unusual difficulties to the contestants, it should be briefly defined or used in an illustrative sentence.

The pronouncer should be careful to distinguish between words which sound alike but have different meanings. Thus, if you pronounce the word "bass," you should be careful to say "bass drum," or "bass voice," to distinguish it from "base," meaning "low or mean."

To time the test properly, watch the numbers in parentheses and the minute hand of a clock or stopwatch. Numerals to the right of the word on the test list indicate minutes. Each group of words should be given out in **no less** than one minute. Numbers not in parentheses are the cumulative total of words on the list. You may, at your discretion, increase the time if a few extra seconds are needed to define words which sound alike.

The tie breaker is to be given to all contestants immediately following the initial test.

For clarity's sake, the director has placed a monitor/verifier in the contest room. This monitor/verifier should have a copy of your test list. If he/she cannot hear a word or if a definition is unclear, the monitor/verifier will circle that word on his/her test copy. After all the spelling words are pronounced, the monitor/verifier will meet with you and ask you to pronounce again the words noted. This procedure should ensure clarity and consistency for all the contestants. The procedure will be repeated for the tie breaker.

Please remain at the contest site during the grading and verification period in the event any questions or protests are raised.

Thank you again for your time and effort. We greatly appreciate your support.



# Storytelling

To tell a story, the participant must develop skills in listening, thinking and speaking. This contest also allows for the development of creative expression, something being given more attention in the professional world. For practice, teachers can use stories from any good children's books or magazines.

## Section 1474: STORYTELLING

### (a) REPRESENTATION.

- (1) *Contestants.* Students in the second and third grades who are eligible under Section 1405 may enter this contest.
- (2) *Divisions.* This contest will consist of one division unless the district executive committee approves separate divisions for each grade.
- (3) *Individual Competition.* Each participant school may enter as many as three contestants per division in the district meet.
- (4) *Team Competition.* There is no team competition in Storytelling.

### (b) NATURE OF THE CONTEST.

- (1) *Summary.* To tell a story, the participant should develop skills in listening, thinking and speaking. This contest also allows for the development of creative expression. For practice, teachers can use stories from any good children's books or magazines.
- (2) *Contest Format.* Contestants shall listen to a storyteller read a brief story (between 600 and 1100 words long) only once, and then retell that story in their own words before a judge or judges. Contestants shall not use costumes or props in the contest.
- (3) *Tests.* Two stories will be provided, one to be used in the preliminary round and one to be used in the final round. The League will make available one pair of stories for invitational meets, one pair for fall/winter district meets and one pair for spring district meets.

### (c) CONTEST ADMINISTRATION.

#### (1) *Personnel.*

- (A) *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.

- (B) *Storyteller.* If the contest director is not the coach of a participating student, the contest director may serve as the storyteller or may appoint a qualified person to act in this capacity. The storyteller should be given the stories well in advance of the contest. The contest may also be administered by playing a recording of the test material prepared by the contest director in advance of the contest. The League does not provide this recording. The storyteller may select which story provided by the League office will be used for the preliminary round and which will be used for the final round. The storyteller may not be the coach of a participating student.

- (C) *Monitors (optional).* The monitors may be a coach of a participating student. The monitor's duty is to make certain that contestants work quietly and independently before and after their turn.

- (D) *Judges.* The contest director may recruit one judge or an odd-numbered panel of judges for each section. Judges may not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

#### (2) *Materials.*

- (A) *Provided by UIL.* The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

- (i) Evaluation sheets.
- (ii) Two stories, one to be used in the preliminary round and one in the final round.
- (iii) Judges' Ballots.

**See pages  
18-21 or  
Section  
1003 of the  
Constitution  
& Contest  
Rules for  
instructions  
on  
sectioning  
and ranking  
contestants.**

- (iv) Contest Director's Ranking Sheet for a panel of judges.
- (v) Contest rosters.
- (B) *Provided by the Host School.* Blank paper and pencil (optional) for use in the waiting area. Contestants may use these materials to organize their thoughts while waiting, but may not carry notes outside the waiting area.
- (C) *Other.* No other materials or notes may be used in the contest.
- (3) *Time Allotted for Contest.* There is no minimum or maximum limit on the presentation.
- (4) *Creating Sections.* A section shall consist of no more than eight contestants. If nine or more students enter storytelling, they shall be divided into sections using the guidelines in Section 1003. Districts may create smaller sections when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.
- (d) **CONDUCTING THE CONTEST.**
  - (1) *Clear Room.* Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the storytelling room before the story is read.
  - (2) *Speaker Order.* Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.
  - (3) *Telling the Story.* Assemble contestants in a room separate from the room or rooms in which they will retell the story. The storyteller shall read the story only once to the contestants. Admit the first contestant in each preliminary section to the contest rooms to tell the story. When the first contestant has finished, admit the second one, and so on until all the contestants in each preliminary section have told their stories.
  - (4) *No Prompting.* Contestants may not receive prompting of the story plot or details. Audiences are permitted to hear contestants tell their stories.
- (e) **JUDGING.**
  - (1) *Briefing Judges.* The judges should be instructed to evaluate all the contestants. If possible, judges should not hear the same students in both preliminary and final rounds. The judges shall not be permitted to hear the story as it is told to the contestants. Judges will be provided a list of key plot and character elements from the story.
  - (2) *Criteria.* Judges will use an evaluation sheet provided by the League defining the criteria including, but not limited to, ability of the contestant to command attention, originality, facial expressions, vocal variety, characterization, eye contact, gestures, posture, articulation and enthusiasm. Contestants should include at least one key element of the story in their presentations, and an absence of at least one key story element in the presentation should be considered by the judge when ranking contestants. The judge's decisions on this matter shall be final.
  - (3) *Ranking.* Ranks shall be determined through sixth place by the director. See Section 1003. If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See Section 1003 (b).
  - (4) *Ties.* There can be no ties in this competition. Ties are to be broken in accordance with Section 1003 (b).
  - (5) *Points.* Points are awarded through sixth place according to Section 1408 (i).
- (f) **VERIFICATION PERIOD.** If a panel of judges is used, a verification period should be provided, during which unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The rankings given by judges are not subject to question.
- (g) **OFFICIAL RESULTS.** The director shall announce the official results. Official results, once announced, are final.

**You may find sample stories in the A+ Elementary Academic Study Materials Booklet. See the appendix or the A+ web site for the Academic Study Materials Order Form.**



# Storytelling

## EVALUATION SHEET

### INSTRUCTIONS

Please review the instructions for evaluating the performances of the storytelling contestants. The following criteria are of equal importance to evaluating contestants. Terminology used is only intended to help the judge identify criteria for determining a winner. Please make your comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judges' decisions are an individual responsibility.

**Speaker Number** \_\_\_\_\_

**Speaker Name** \_\_\_\_\_

**Round**  Prelims

**Section** \_\_\_\_\_

Finals

Yes No **Did the contestant communicate effectively with the audience?**

Yes No **Did the contestant command attention?**

Yes No **Did the contestant tell the story with ease?**

Yes No **Did the contestant exhibit enthusiasm?**

Yes No **Did the contestant utilize facial expressions, vocal variety and characterization?**

Yes No **Did the contestant make good eye contact?**

Yes No **Did the contestant use good posture?**

Yes No **Did the contestant speak clearly?**

Yes No **Did the contestant use gestures effectively?**

### CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:

*Judge's signature* \_\_\_\_\_



# JUDGE'S MASTER BALLOT

**CIRCLE EVENT:** Impromptu Speaking    Modern Oratory    Oral Reading    Storytelling

## INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

**DISTRICT** \_\_\_\_\_

**SECTION** \_\_\_\_\_

**GRADE LEVEL** \_\_\_\_\_

**ROUND**     Prelims     Finals

<b>SPEAKER NUMBER</b>	<b>NAME</b>	<b>TITLE</b>	<b>JUDGE RANK</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

*Judge's signature* \_\_\_\_\_



# Contest Director's Ranking Sheet for a panel of judges in speaking events

**EVENT** \_\_\_\_\_

**SECTION**    I        II        III        IV        FINALS

**BEFORE RANKING, CHECK THE FOLLOWING**

- Evaluation sheets have ranks     Speaker order     Length of presentation

**CRITERIA FOR DETERMINING PLACES AND BREAKING TIES**

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

**NOTES**

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

Speaker Number	Judge I	Judge 2	Judge 3	Totals	Preference*	Decimal Value*	Rank
1							
2							
3							
4							
5							
6							
7							
8							

\* Judges' preference and decimal values are used only to break ties.





# Appendix

## **Items Included on the Following Pages**

Sample District Meet Entry Form for Elementary

Sample Contest Results Form for Elementary

Sample District Meet Entry Form for Junior High

Sample Contest Results form for Junior High

Sample Contest Roster

Sample Point Tally Sheet

District Participation Summary Form

Sample Press Release

## **Additional Forms and Resources Available Online**

- Visit the A+ section of the UIL website to download the A+ Academic Study Materials Order Form and, for those HOSTING invitational meets, the A+ Invitational Meet Order Form:  
[www.uiltexas.org/aplus/forms](http://www.uiltexas.org/aplus/forms).
- Or, shop for A+ study materials in the UIL online store: [www.uiltexas.org/store](http://www.uiltexas.org/store).
- For A+ district meet directors, the A+ District Meet Information and Materials Order Form may be completed online at [www.uiltexas.org/aplus/forms](http://www.uiltexas.org/aplus/forms). This form is for meet directors or their designees ONLY, to submit required meet information to the state office and request contest materials. See *the inside front cover of this handbook for important deadlines*.
- Additional resources and information, including a listing of independent vendors for study and practice materials, are available on the A+ section of the UIL website:  
[www.uiltexas.org/aplus](http://www.uiltexas.org/aplus).



# District Meet Entry Form

## for elementary schools

(Districts may develop their own entry form.)

School \_\_\_\_\_

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

UIL Coordinator \_\_\_\_\_ Principal \_\_\_\_\_

Email address \_\_\_\_\_ Email address \_\_\_\_\_

### Art (4th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- Alternate \_\_\_\_\_  
Alternate \_\_\_\_\_

### Art (5th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- Alternate \_\_\_\_\_  
Alternate \_\_\_\_\_

### Art (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- Alternate \_\_\_\_\_  
Alternate \_\_\_\_\_

### Calculator Applications (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Chess Puzzle (2nd grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Chess Puzzle (3rd grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Chess Puzzle (4th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Chess Puzzle (5th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Chess Puzzle (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Creative Writing (2nd grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Dictionary Skills (5th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### Dictionary Skills (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Editorial Writing  
(6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Impromptu Speaking  
(6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Listening (5th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Listening (6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Maps, Graphs & Charts  
(5th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Maps, Graphs & Charts  
(6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Mathematics  
(6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Modern Oratory  
(6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Music Memory (3rd grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
- Alternate \_\_\_\_\_
- Alternate \_\_\_\_\_

**Music Memory (4th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
- Alternate \_\_\_\_\_
- Alternate \_\_\_\_\_

**Music Memory (5th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
- Alternate \_\_\_\_\_
- Alternate \_\_\_\_\_

**Music Memory (6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
- Alternate \_\_\_\_\_
- Alternate \_\_\_\_\_

**Number Sense (4th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Number Sense (5th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Number Sense (6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Oral Reading (4th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Oral Reading (5th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Oral Reading (6th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**Ready Writing (3rd grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Ready Writing (4th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Ready Writing (5th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Ready Writing (6th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Social Studies (5th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Social Studies (6th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Spelling (3rd grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Spelling (4th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Spelling (5th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Spelling (6th grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Storytelling (2nd grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**Storytelling (3rd grade)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**A word about late entries and substitutions**

*The UIL recommends that districts adopt procedures similar to those that have been established for high school competition regarding late entries and substitutions well in advance of the meet. Those policies can be found in the A+ Handbook.*

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

\_\_\_\_\_  
Principal's signature\_\_\_\_\_  
Date

Return form by \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_, TX \_\_\_\_\_



# District Meet Entry Form for elementary schools

(Districts may develop their own entry form.)

School \_\_\_\_\_

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

UIL Coordinator \_\_\_\_\_ Principal \_\_\_\_\_

Email address \_\_\_\_\_ Email address \_\_\_\_\_

### ART (grades 4-6)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- Alternate \_\_\_\_\_
- Alternate \_\_\_\_\_

### CALCULATOR APPLICATIONS (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### CHESS PUZZLE (grades 2-3)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### CHESS PUZZLE (grades 4-5)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### CHESS PUZZLE (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### CREATIVE WRITING (2nd grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### DICTIONARY SKILLS (grades 5-6)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### LISTENING (grades 5-6)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### MATHEMATICS (6th grade)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

### MAPS, GRAPHS & CHARTS (grades 5-6)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**MUSIC MEMORY (grades 3-4)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Alternate \_\_\_\_\_

Alternate \_\_\_\_\_

**MUSIC MEMORY (grades 5-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Alternate \_\_\_\_\_

Alternate \_\_\_\_\_

**NUMBER SENSE (grades 4-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**ORAL READING (grades 4-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**READY WRITING (grades 3-4)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**READY WRITING (grades 5-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**SOCIAL STUDIES (grades 5-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**SPELLING (grades 3-4)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**SPELLING (grades 5-6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**STORYTELLING (grades 2-3)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

**A word about late entries and substitutions**

*The UIL recommends that districts adopt procedures similar to those that have been established for high school competition regarding late entries and substitutions well in advance of the meet. Those policies can be found in the A+ Handbook.*

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Return form by \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, TX \_\_\_\_\_

Principal's signature

Date



# Results Form for elementary school events

**CONTEST DIRECTORS:** Complete form and give it to the meet director immediately after the announcement of the official results for your contest. Consult individual event rules for instructions concerning ties and the division of points. Please double check the spelling of names and schools. Print neatly.

**Check one event and circle grade level(s) included.\*** indicates contests with an optional team component

<input type="checkbox"/> Art*	4	5	6		<input type="checkbox"/> Mathematics*	--	--	6		
<input type="checkbox"/> Calculator Applications*	--	--	6		<input type="checkbox"/> Music Memory*	3	4	5	6	
<input type="checkbox"/> Chess Puzzle*	2	3	4	5	6	<input type="checkbox"/> Number Sense*	--	4	5	6
<input type="checkbox"/> Creative Writing	2	--	--		<input type="checkbox"/> Oral Reading	--	4	5	6	
<input type="checkbox"/> Dictionary Skills*	--	5	6		<input type="checkbox"/> Ready Writing	3	4	5	6	
<input type="checkbox"/> Listening*	--	5	6		<input type="checkbox"/> Social Studies*	--	--	5	6	
<input type="checkbox"/> Maps, Graphs & Charts*	--	5	6		<input type="checkbox"/> Spelling*	3	4	5	6	
					<input type="checkbox"/> Storytelling	2	3	--	--	

## INDIVIDUAL EVENT

See table for point values.

Points	Place	School	Contestant's Name
_____	1	_____	_____
_____	2	_____	_____
_____	3	_____	_____
_____	4	_____	_____
_____	5	_____	_____
_____	6	_____	_____
_____	Total Points (55 maximum)		_____

## TEAM EVENT

Optional for art, calculator applications, dictionary skills, listening, maps, graphs & charts, mathematics, music memory, number sense, social studies and spelling. See table for point values.

Points	Place	School	Contestants' Names (last name only)
_____	1	_____	_____
_____	2	_____	_____
_____	3	_____	_____

## ACADEMIC CHAMPIONSHIP

Show points for each SCHOOL for use in tallying the academic championship.

Total Points	School
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## CONTEST DIRECTOR'S SIGNATURE

### POINT VALUES

INDIVIDUAL EVENTS	TEAM EVENTS
First place ..... 15 points	First place ..... 8 points
Second ..... 12 points	Second ..... 6 points
Third ..... 10 points	Third ..... 4 points
Fourth ..... 8 points	
Fifth ..... 6 points	
Sixth ..... 4 points	



# District Meet Entry Form

## for junior high schools

(Districts may develop their own entry form.)

School \_\_\_\_\_

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

UIL Coordinator \_\_\_\_\_ Principal \_\_\_\_\_

Email address \_\_\_\_\_ Email address \_\_\_\_\_

### Art (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Alternate \_\_\_\_\_

Alternate \_\_\_\_\_

### Art (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Alternate \_\_\_\_\_

Alternate \_\_\_\_\_

### Calculator Applications (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Calculator Applications (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Chess Puzzle (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Chess Puzzle (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Dictionary Skills (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Dictionary Skills (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Editorial Writing (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Editorial Writing (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Impromptu Speaking (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Impromptu Speaking (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Listening (7th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_

### Listening (8th grade)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Alternate \_\_\_\_\_



**Maps, Graphs & Charts  
(7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Maps, Graphs & Charts  
(8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Mathematics (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Mathematics (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Modern Oratory (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Modern Oratory (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Number Sense (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Number Sense (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Oral Reading (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Oral Reading (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Ready Writing (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Ready Writing (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Science I (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Science II (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Social Studies (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Social Studies (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Spelling (7th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

**Spelling (8th grade)**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
Alternate \_\_\_\_\_

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Return form by \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, TX \_\_\_\_\_

Principal's signature

Date



# District Meet Entry Form

## for junior high schools

(Districts may develop their own entry form.)

School \_\_\_\_\_

Street address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

UIL Coordinator \_\_\_\_\_ Principal \_\_\_\_\_

Email address \_\_\_\_\_ Email address \_\_\_\_\_

### **ART (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Alternate \_\_\_\_\_

Alternate \_\_\_\_\_

### **CALCULATOR APPLICATIONS**

**(grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **CHESS PUZZLE (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **DICTIONARY SKILLS (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **EDITORIAL WRITING (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **IMPROMPTU SPEAKING (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **LISTENING (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

### **MAPS, GRAPHS & CHARTS (grades 7-8)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternate \_\_\_\_\_

**MATHEMATICS (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**MODERN ORATORY (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**NUMBER SENSE (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**ORAL READING (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**READY WRITING (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**SCIENCE I (7th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**SCIENCE II (8th grade)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**SOCIAL STUDIES (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**SPELLING (grades 7-8)**

- 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
- Alternate \_\_\_\_\_

**A word about late entries and substitutions**

*The UIL recommends that districts adopt procedures similar to those that have been established for high school competition regarding late entries and substitutions well in advance of the meet. Those policies can be found in the A+ Handbook.*

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Return form by \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_, TX \_\_\_\_\_

Principal's signature

Date



# Results Form

## for junior high school events

**CONTEST DIRECTORS:** Complete form and give it to the meet director immediately after the announcement of the official results for your contest. Consult individual event rules for instructions concerning ties and the division of points. Please double check the spelling of names and schools. Print neatly.

**Check one event and circle grade level(s) included.** \* indicates contests with an optional team component

- |   |        |  |         |
|---|--------|--|---------|
| <input type="checkbox"/> Art*                     | 6 7 8  | <input type="checkbox"/> Mathematics*    | 6 7 8   |
| <input type="checkbox"/> Calculator Applications* | 6 7 8  | <input type="checkbox"/> Modern Oratory  | -- 7 8  |
| <input type="checkbox"/> Chess Puzzle*            | 6 7 8  | <input type="checkbox"/> Number Sense*   | 6 7 8   |
| <input type="checkbox"/> Dictionary Skills*       | 6 7 8  | <input type="checkbox"/> Oral Reading    | 6 7 8   |
| <input type="checkbox"/> Editorial Writing        | 6 7 8  | <input type="checkbox"/> Ready Writing   | 6 7 8   |
| <input type="checkbox"/> Impromptu Speaking       | -- 7 8 | <input type="checkbox"/> Science I*      | -- 7 -- |
| <input type="checkbox"/> Listening*               | 6 7 8  | <input type="checkbox"/> Science II*     | -- -- 8 |
| <input type="checkbox"/> Maps, Graphs & Charts*   | 6 7 8  | <input type="checkbox"/> Social Studies* | 6 7 8   |
|   |        | <input type="checkbox"/> Spelling*       | 6 7 8   |

### INDIVIDUAL EVENT

See table for point values.

Points	Place	School	Contestant's Name
_____	1	_____	_____
_____	2	_____	_____
_____	3	_____	_____
_____	4	_____	_____
_____	5	_____	_____
_____	6	_____	_____
_____	Total Points (55 maximum)		_____

### TEAM EVENT

Optional for art, calculator applications, dictionary skills, listening, maps, graphs & charts, mathematics, number sense, science, social studies and spelling. See table for point values.

Points	Place	School	Contestants' Names (last name only)
_____	1	_____	_____
_____	2	_____	_____
_____	3	_____	_____

### ACADEMIC CHAMPIONSHIP

Show points for each SCHOOL for use in tallying the academic championship.

Total Points	School
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### CONTEST DIRECTOR'S SIGNATURE

POINT VALUES	
<b>INDIVIDUAL EVENTS</b>	<b>TEAM EVENTS</b>
First place..... 15 points	First place..... 8 points
Second..... 12 points	Second..... 6 points
Third..... 10 points	Third..... 4 points
Fourth..... 8 points	
Fifth..... 6 points	See contest instructions for
Sixth..... 4 points	point values for one-act play.







# Academic District Participation Summary for A+ district meets

**Return by May 31.** Don't hesitate to include comments on the back, including suggestions for improvement. We also appreciate knowing what you particularly liked.

Contest date \_\_\_\_\_ Number of competing schools \_\_\_\_\_  
 Contest director and school \_\_\_\_\_  
 Site of contest \_\_\_\_\_

CONTESTS OFFERED	CIRCLE GRADE LEVELS	TOTAL NUMBER OF PARTICIPANTS
Art	4 5 6	_____
Art	7 8	_____
Calculator Applications	6 7 8	_____
Chess Puzzle	2 3	_____
Chess Puzzle	4 5	_____
Chess Puzzle	6 7 8	_____
Creative Writing	2	_____
Dictionary	5 6	_____
Dictionary	7 8	_____
Editorial Writing	7 8	_____
Impromptu	7 8	_____
Listening	5 6	_____
Listening	7 8	_____
Maps, Graphs & Charts	5 6	_____
Maps, Graphs & Charts	7 8	_____
Mathematics	6 7 8	_____
Modern Oratory	7 8	_____
Music Memory	3 4	_____
Music Memory	5 6	_____
Number Sense	4 5 6	_____
Number Sense	7 8	_____
One-Act Play	6 7 8	_____
Oral Reading	4 5 6	_____
Oral Reading	7 8 9	_____
Ready Writing	3 4	_____
Ready Writing	5 6	_____
Ready Writing	7 8	_____
Science I	7	_____
Science II	8	_____
Social Studies	5 6	_____
Social Studies	7 8	_____
Spelling	3 4	_____
Spelling	5 6	_____
Spelling	7 8	_____
Storytelling	2 3	_____

**(optional) Elementary Division District Champion:** \_\_\_\_\_ School

**Middle School/Junior High Division District Champion:** \_\_\_\_\_ School

**RETURN THIS FORM TO**



FOR IMMEDIATE RELEASE:

Subject: UIL Academic District Meet

Contact: *contact person*

Date: *date*

DATELINE-- \_\_\_\_\_ has been named UIL District Academic Champion for the \_\_\_\_\_ school year. \_\_\_\_\_ (*Your School*) \_\_\_\_\_ (*current*)

Student participants at the district meet held \_\_\_\_\_ included: (*list students and their event at the district meet*) \_\_\_\_\_ (*date*)

“Students, sponsors, administrators and parents are to be commended for the commitment required by academic competition,” said David Trussell, UIL Assistant Academic Director. “Experience gained through extracurricular activities is far more valuable than medals or trophies.”

The UIL offers the following contests for elementary, middle school and junior high students; art, calculator, creative writing, dictionary skills, editorial writing, impromptu speaking, listening, maps, graphs & charts, mathematics, modern oratory, music memory, number sense, one-act play, oral reading, ready writing, science, social studies, spelling and storytelling.

With more than 3,000 elementary, middle and junior high schools across the state participating in UIL academic competitions, teachers encourage students to sample a variety of activities rather than become specialists in one. UIL designs the contests to provide the foundation for skills and experience the students need.

“Participation in UIL activities is designed to enrich the individual’s learning experience. All contests are created with curricular objectives in mind,” said Mr. Trussell.

For more information regarding A+ Academics for elementary, middle school and junior high, contact David Trussell at (512) 471-5883 or visit the UIL web site at [www.uiltexas.org/aplus](http://www.uiltexas.org/aplus).

###

**NOTIFY COMMUNITY OF UIL SUCCESS**

**Notify the local media of the results of your UIL competitions. Send press releases to all newspapers, radio and television stations that cover the schools in attendance. Consider including a photograph of some of the winners with all people in the photograph clearly identified on a separate piece of paper.**

**Follow up the press release with a phone call to the most important media, offering to answer their questions. Also, don’t forget to send a copy of the press release to the person in charge of the principal’s newsletter and the superintendent’s newsletter.**

**Again, include a photograph if possible. You should also submit press releases for inclusion on the school’s web page.**

**To access the UIL Legislative Council and UIL Administration information, please visit the UIL website at:  
<http://www.uiltexas.org>**













# A+ Academics for elementary, middle and junior high schools

## ACADEMIC MEET

Host school \_\_\_\_\_

Date of meet \_\_\_\_\_

Meet director \_\_\_\_\_

Phone \_\_\_\_\_

CONTEST DIRECTORS	NAME	SCHOOL	PHONE OR EMAIL
Art	_____	_____	_____
Calculator Applications	_____	_____	_____
Chess Puzzle	_____	_____	_____
Creative Writing	_____	_____	_____
Dictionary Skills	_____	_____	_____
Editorial Writing	_____	_____	_____
Impromptu Speaking	_____	_____	_____
Listening	_____	_____	_____
Maps, Graphs, & Charts	_____	_____	_____
Mathematics	_____	_____	_____
Modern Oratory	_____	_____	_____
Music Memory	_____	_____	_____
Number Sense	_____	_____	_____
One-Act Play	_____	_____	_____
Oral Reading	_____	_____	_____
Ready Writing	_____	_____	_____
Science I and II	_____	_____	_____
Social Studies	_____	_____	_____
Spelling	_____	_____	_____
Storytelling	_____	_____	_____

## COACHES AT YOUR SCHOOL

Art	_____	_____	_____
Calculator Applications	_____	_____	_____
Chess Puzzle	_____	_____	_____
Creative Writing	_____	_____	_____
Dictionary Skills	_____	_____	_____
Editorial Writing	_____	_____	_____
Impromptu Speaking	_____	_____	_____
Listening	_____	_____	_____
Maps, Graphs, & Charts	_____	_____	_____
Mathematics	_____	_____	_____
Modern Oratory	_____	_____	_____
Music Memory	_____	_____	_____
Number Sense	_____	_____	_____
One-Act Play	_____	_____	_____
Oral Reading	_____	_____	_____
Ready Writing	_____	_____	_____
Science I and II	_____	_____	_____
Social Studies	_____	_____	_____
Spelling	_____	_____	_____
Storytelling	_____	_____	_____

## UIL CONTACTS

David Trussell, A+ academics director.....471-5883  
 Dr. Mark Cousins, athletic director .....471-5883  
 Dr. Brad Kent, music director .....471-5883

Dr. David Stevens, academic director.....471-5883  
 Luis Muñoz, theatre director .....471-9996  
 Jana Riggins, speech & debate director .....471-5883