

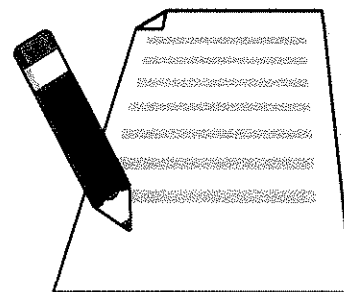
• **ENTRIES.** As many as **THREE** students from **EACH GRADE LEVEL** (grades 1 and 2) **OR** ages 6 and 7 by Sept. 1 of the current school year, if in an ungraded school, may be entered in the Creative Writing District Contest from each school. Each grade level is judged separately in contest, but **only one student from each grade level advances to State.**

• **ADVANCING TO STATE.** 4 students from each grade level must compete for the top winner from each grade level to advance to State. (See page 8 for complete rules.)

• **NATURE OF THE CONTEST.** Contestants are given a writing prompt page with five captioned pictures. The students select from the captioned images and create an original story based on their selections. The stories must talk about at least one of the pictured items, but it is not required that all items on the prompt page be included. **Contestants should make up titles for their stories, but not writing a title is not a cause for disqualification.** A sample prompt is provided on the page that follows these instructions in the *PSIA Academic Handbook*.

• **WHAT HAPPENS IN THE CONTEST.** The contest director will announce the time and place that contestants and one adult should report for viewing

of the stories and evaluations before awards are presented. Contestants are then given five or six sheets of lined contest writing paper. (The paper master sheet is included in the District Director materials, to be reproduced as needed.) Contestants **MUST** provide their own pencils. The director and assistant(s) will assist students in writing their grade levels and student ID numbers on every page of their writing in the spaces provided. The contest director will then distribute prompts. The director will read aloud the titles of each of the prompts and the instructions on the prompt page to contestants. No other discussion about the prompts will be permitted. Contestants have 30 minutes to write their stories. The director may give a 10-minute warning and a 5-minute warning before time is expired and all papers are collected.



• **PREPARATION FOR CONTEST.** Read and follow all instructions provided in the "Information Pertaining to All Contests" section of the *PSIA Academic Handbook*. Observe and practice with students all rules and procedures delineated in the "Instructions to the Contestant" and in the "Checklist for Contest Directors" and the "Checklist for Graders." Preparation for the Creative Writing Contest may include review of the material in the current edition of the *Ready Writing and Creative Writing Handbook*, in which sample prompts and state winning stories are published. In addition, this resource provides information about appropriate, constructive comments to write to students on their evaluation forms. Some of these include:

Very creative. Excellent use of dialogue.
Makes me smile. You might make your story longer by adding more detail about...

Any writing program that is used in the classroom will help prepare students for Creative Writing. Training students to

effectively use the writing time will be helpful. For example, they may want to plan a beginning, middle, and end for their stories before they begin to write. The contest has no minimum word length, and the emphasis in evaluation will be on creativity and interest. A sample of the creative writing individual evaluation sheet is included in this handbook.

• **RATING THE COMPOSITIONS.** Judges of this contest will be judging on the basis of Interest and Creativity (60%); Organization (30%); and Correctness of Style (10%). Without marking on the papers, a panel of **3 judges** should attach the evaluation sheet to the front of the contestant's story and each make comments while taking turns reading it. It is recommended that a skimming and elimination process be used first if more than 16 stories are to be evaluated. **ALL** stories must receive an evaluation. The top 10 stories should be ranked and rankings indicated on the Contest Roster. Judges are to reach a consensus on the papers ranked first through tenth. There can be no ties in this contest.

Private Schools Interscholastic Association
CREATIVE WRITING CONTEST

SAMPLE 2013-2014

Contestant ID#:_____ Student Name:_____

City / School Name:_____

INSTRUCTIONS: Write a story on your own paper, or paper that has been given to you by your contest director. You must write about at least one of the things shown on this page. Your story may include as many of the things shown as you wish. **Remember NOT to use your name or the name of your school in your story.**



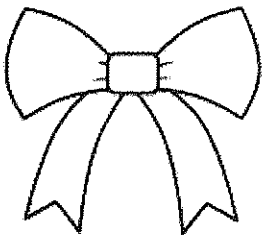
footprint



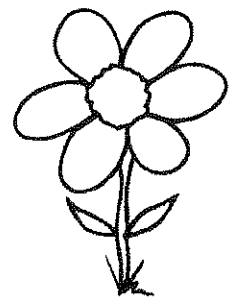
mouse



girl watering



bow



flower

PRIVATE SCHOOLS INTERSCHOLASTIC ASSOCIATION

CREATIVE WRITING CONTEST



Evaluation Sheet
Grade Level: _____



Contestant ID #: _____ Contestant's Name / School: *(Contest Director will pair with prompt page AFTER judging)*

DIVISIONS: Students in first and second grade are eligible to enter the contest. Grades are judged separately.

EVALUATION: The compositions are to be evaluated as to relative excellence in *creativity and interest, organization, and correctness of style*. **Please make 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. The following graph shows the approximate importance of each element.

CREATIVITY & INTEREST-60% /ORGANIZATION-30% /CORRECTNESS OF STYLE-10%

CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:

Judge #1 Comment:

Judge #2 Comment:

Judge #3 Comment:

AREAS THAT COULD BE IMPROVED:

Judge #1:

Judge #2:

Judge #3:

CREATIVE WRITING CONTEST

Standards for Evaluation and Ballot

Grade Level: _____

INSTRUCTIONS: Judges should see the captioned picture prompts students were given to use in creating their stories. Students were instructed to include as many of the items as they wanted in their stories. The stories must contain at least one of the pictured items, but there is no requirement that they all be included. Judges' comments should be constructive and supportive; however, constructive criticism will help the child improve his/her writing skills and should be included in the evaluation. Stories are to be evaluated as to relative excellence in creativity and interest first, organization second, and correctness of style third. The following graph shows their approximate importance. A number system within these percentages may be created to assist with more objective evaluation. **There can be no ties in this contest.**

DIVISIONS: Students in first and second grade are eligible to compete in this contest. Only if fewer than three students are available to compete at a grade level, should the grades be combined in order that ONE may advance.

CREATIVITY & INTEREST-60% /ORGANIZATION-30% /CORRECTNESS OF STYLE-10%

STUDENTS' STORY TITLES	STUDENT ID #	INDIVIDUAL JUDGE'S RANKING
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____
16. _____	_____	_____

Make copies for each judge.