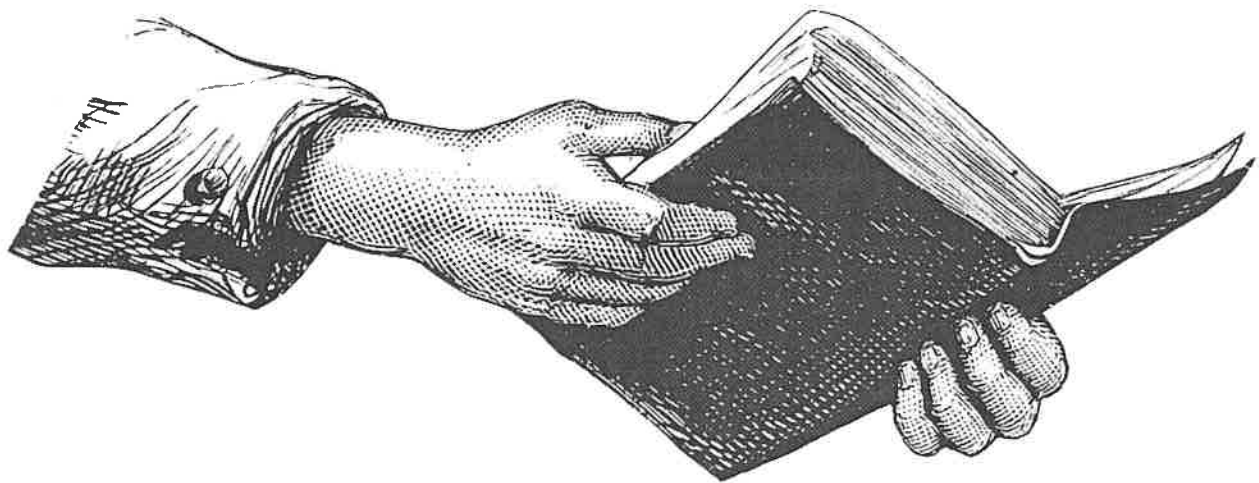


# BAILEY APAC READING FAIR HELP GUIDE

\*Adapted from JPSD Coordinator's Manual



- The Bailey APAC Middle School Reading Fair will take place October 29, 2019. Your projects will be turned into your ELA teacher before this time. Adhere to their deadlines.
- The first place winners from each category will be invited to the District Reading Fair taking place in November.
- Reading Fair Categories
  - Individual Fiction – Division E – Storyboard or Digital Media
  - Individual NonFiction – Division H – Storyboard or Digital Media
  - Group Fiction – Division K – Storyboard or Digital Media (only 2 or 3 group members)
- Projects that are plagiarized will be disqualified.
- Use the checklist and scoring rubric to help when designing your project.

## **Purpose of the JPSD Reading Fair**

The Mississippi State Department of Education has discontinued the Regional Reading Fair; however, the Jackson Public School District will conduct an in-district reading fair for the 2019-2020 school year.

The purpose of the Jackson Public Schools Reading Fair is to provide students an opportunity to highlight their favorite book through the use of a storyboard or various media source display. The project enables students to connect to the core of the following Mississippi College - and Career-Readiness Standards at each grade level:

- MCCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- MCCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- MCCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- MCCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

## **Levels of JPSD Reading Fair Competition**

### **Two Levels: School Level I and District Level II**

Level I – The first place winner from each category is invited to participate in the district level competition.

Level II – The first-place winners from the district level will be recognized by the executive team and receive media coverage.

## **Reading Fair Categories**

### **FAMILY: FICTION CATEGORIES**

Grades	Division	Presentation Type
Grades PreK-K	Division A	Storyboard
Grades 1-2	Division B	Storyboard

**NOTE:** Family division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display.

### **INDIVIDUAL: FICTION CATEGORIES**

Grades	Division	Presentation Type
Grade 3	Division C	Storyboard
Grades 4-5	Division D	Storyboard
Grades 6-8	*Division E	Storyboard or Digital Media
Grades 9-12	**Division F	Storyboard or Digital Media

**\*NOTE:** Division E and F can choose between Storyboard or Digital Media Presentation.



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## Reading Fair Categories

### **INDIVIDUAL: NONFICTION CATEGORIES**

Grades	Division	Presentation Type
Grades 3-5	Division G	Storyboard
Grades 6-8	*Division H	Storyboard or Digital Media
Grades 9-12	**Division I	Storyboard or Digital Media

**NOTE:** Division H and I can choose between Storyboard or Digital Media Presentation.

### **GROUP: FICTION CATEGORIES**

Grades	Division	Presentation Type
Grades 3-5	Division J	Storyboard
Grades 6-8	*Division K	Storyboard or Digital Media
Grades 9-12	**Division L	Storyboard or Digital Media

**\*NOTE:** Only 2 to 3 students in a group. If a group project has students in various grades, the project should be placed in the division of the **oldest student**. This does not include class projects. Division K and L can choose between Storyboard Digital Media Presentation.

- Students in grades 3-12 have the opportunity to share their favorite nonfiction book. All students deciding to do so are to compete in the Individual Divisions, within their specified grade group (Divisions G-I). All other entries should only represent **Fiction** books.
- Remember the school's librarian is an excellent resource for determining if the book selected is indeed fictional. **Students have free choice in selecting a book for the reading fair; however, all books must be age appropriate.**
- Group/Family Division projects should portray a book appropriate to the age of the student(s). The student(s) should be very knowledgeable about the book's story elements and should have an active part in the construction of the display. **Family and Group Divisions will be judged closely on whether the project shows work appropriate for the age level of the student.**
- **Each student is limited to participating in only one project.** Each Group Division project must have 2 to 3 students. If a group project has students in various grades, the project should be placed in the division of the **oldest** student. The projects should reflect the creative and originality of the students in the group.
- English Language Learners can create bilingual presentations to represent their native language as well as English. Each presentation element must be translated into English for judging. Elements not translated will have points deducted.



# STORYBOARD PROJECT REQUIREMENTS

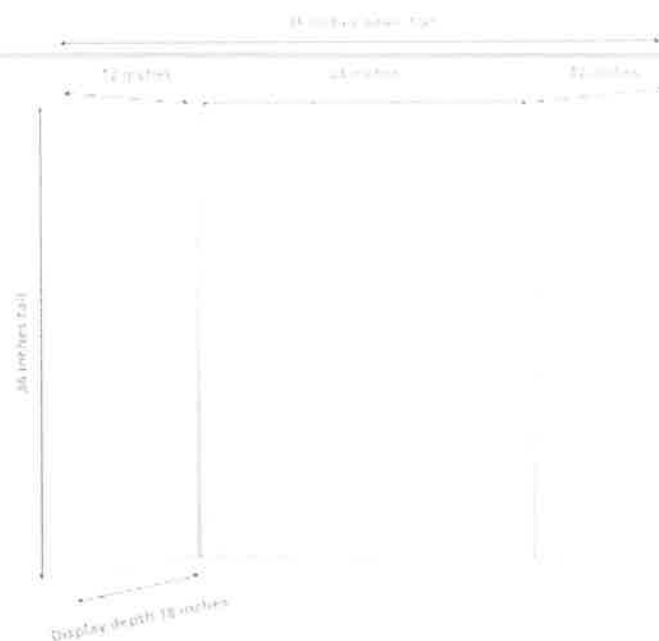
## Size

- A standard tri-fold project board that unfolds to be approximately 36" H x 48" W.

**NOTE:** Boards that do not meet the size requirements will be disqualified.

## Display/Safety

- Use the checklists as a guide for creating the project.
  - Identifying information (name of the student(s), category and division, student's grade level, homeroom teacher's name, school and district name) **should be labeled on the back of the storyboard**. If any identifying information is placed on the front of the storyboard, the project will be disqualified.
  - Only students may present the projects during the judging - even for the family projects. If a student needs accommodation, please submit the **Students Needing Accommodations Form** for additional adult supervision
  - Storyboards should be colorful and interesting. Models, shadow boxes, and illustrations that *fit in the middle of the display* are allowed. The total project should meet the required the width, depth or height of the standing display board (approximately 36" W x 14" D x 36" H of table space). There cannot be items protruding from the back or top of the board.
  - No items should hang over the edge of the table or be placed on the floor. However, students may hold or wear items that coordinate with the project, if desired. Items used for the project are not to be alive, valuable, or dangerous, including dry ice.
  - Items on the project board may be handwritten or typed. Younger students may require assistance in writing, typing, spelling, cutting, etc. This is permissible and part of the learning process. See **Divisions A, B, J, K, and L** regarding Family and Group Divisions.
- NOTE:** Storyboard content should match the age, grade level, and ability of the students presenting the project. Students do not have to bring or display the book during the competition.
- Students and teachers are encouraged to accompany their projects throughout all levels of competition; however, the student's presence is not required. All projects will be fairly judged regardless of the student's attendance.



- Projects must be able to withstand several levels of competitions to prevent the student from rebuilding the project at each level. The intent of this competition is for the same project to be judged at different levels.
- Electrical cords are not allowed at any level of competition due to the potential danger they pose in the aisles.
- No food or drinks can be used with the projects. Empty packages may be used as part of the display or on the display board.

## **DIGITAL MEDIA PROJECTS**

In a continued effort to bring technology to the classroom, the Reading Fair will feature digital presentations. Only Divisions **E, F, H, I, K, and L** can present Digital Media Projects.

- Students can create digital presentations using PowerPoint, Google Slide, or presentation format of their choice.
- Students must provide own iPad or laptop computer. Device should be charged and cannot be plugged in during judging.
- **Maximum** time limit: 3 minutes.
- Any materials that are deemed copyrighted - book covers or Internet images must give credit to the creator or source.
- Project is to be written in the student's own words and information has not be directly copied or plagiarized from any source.
- Digital Project must contain the same elements as the Storyboard Project.

## **SCHOOL LEVEL READING FAIR TIMELINE**

- **ONLY** the first-place winner of each division at will advance to the district level. Winners are **NOT** based on grade levels.
- School Reading Fairs may begin on Tuesday, October 1, 2019 and are to be completed by Thursday, October 31, 2019. *Bailey Reading Fair - Oct. 29*  
*\*Projects will be given to teachers before this time.\**
- District Level Reading Fair – Cardozo Middle School – Time: TBA  
 Elementary - November 14, 2019  
 Middle/High School – November 15, 2019



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## NONFICTION

The first component of nonfiction is *genre*. Genres of nonfiction can be identified by one single factor: the intent or purpose of the writing. On the other hand, genres of **fiction** blend together. For instance, a fantasy story can have characteristics of an adventure story, but not all adventure stories are fantasies. Genres of nonfiction are more clearly defined than fiction. They explain the intent of the author or the purpose of the material.

The five main genres of nonfiction are:

1. Instructional: Describes how something is done or made.
2. Explanatory: Tells what happened or how something works, with defined reasons.
3. Report: Tells how things are discovered.
4. Discussion: Looks at both sides of an idea and makes a decision.
5. Opinion/Argument: Decides on a point-of-view and has reasons to support the view.

Students should be aware of the variety and format of the structures of nonfiction text. Some structures or formats of nonfiction can be seen within a variety of text. For example, a speech can be instructional, explanatory, a report, an opinion, or a discussion. On the contrary, a recipe is considered instructional. This is one thing that makes nonfiction text so unique. The structure can take on different tones and formats depending on the author's intent.

Students may select from the following nonfiction formats to complete literary competition projects:

- Autobiographies
- Biographies
- Book/movie reviews
- *Consumer Reports* articles
- Debates
- Editorials
- Essays
- Interviews
- Journals
- Observations
- Presentations
- Proposals
- Reports
- Speeches



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# COPYRIGHT AND PLAGIARISM

## COPYRIGHT AND FAIR USE

Copyright laws govern the use of copyrighted materials such as book covers and images from the internet.

- Teachers and students may use copyright materials for educational projects and learning activities, but specific Fair Use guidelines must be followed.
- Photographs or images may be used in its entirety when creating a presentation for educational purposes.
- Copyrighted images must be displayed with the creator's name or where the image was copied from.

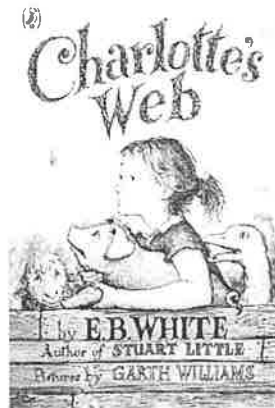


Image Credit:

[kurtisscaletta.files.wordpress.com/2014/12/web.jpg](http://kurtisscaletta.files.wordpress.com/2014/12/web.jpg)

## PLAGIARISM

- Copying text exactly how it appears in a book or from a website is called plagiarism.
- Students should use their own words to complete the following portions of the Literary Competition presentation:
  - Plot Summary
  - Conflict
  - Solution or Resolution
  - Author(s) Study
  - Text Summary
  - Author's Purpose
  - Topic Study
- Projects can be disqualified at any level if the information is found to be plagiarized.

# FICTION CHECKLIST

## STEP 1: CHOOSE YOUR CATEGORY AND DIVISION

Category: Individual Fiction (Divisions C-F)

\_\_\_\_\_ Division C (Grade 3)

\_\_\_\_\_ Division D (Grades 4-5) \_\_\_\_\_ Division F (Grades 9-12)

**Note:** Division E and F can choose between Storyboard or Digital Media Presentation.

\_\_\_\_\_ Division E (Grades 6-8)

Category: Family/Group Fiction (Divisions A, B, J, K, L)

\_\_\_\_\_ Division A (Pre-Kindergarten - Kindergarten)

\_\_\_\_\_ Division B (Grades 1-2)

\_\_\_\_\_ Division J (Grades 3-5)

\_\_\_\_\_ Division K (Grades 6-8)

\_\_\_\_\_ Division L (Grades 9-12)

My group members: \_\_\_\_\_

**Note:** Only 2 to 3 students in a group. If a group project has students in various grades, the project should be placed in the division of the oldest student. This does not include class projects. Division K and L can choose between Storyboard or Digital Media Presentation.

## STEP 2: BIBLIOGRAPHIC INFORMATION

Use the copyright page to identify the bibliographic information

Title of the book – Underline, if writing - italicize, if typing

Author – the person who wrote the book

Publisher – the company that printed and distributed the book

Publication – The date the book was published

## STEP 3: PLOT SUMMARY

Do not retell the story! Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books. Be sure to include each of the main characters.

- PK-1: Retell (through writing/ drawing/ dictating the story) (RL.K-1.2)
- 2-3: Recount the story in a written response - this includes the message or lesson of the story (RL.2-3.2)
- 4-12: Summarize the story in a written response - this includes the message or theme of the story (RL.4-12.2)

## STEP 4: MAIN CHARACTERS

Do not list more than three characters. Write a brief description of each character. Use adjectives to describe the characters. Do not tell the story in this step. Characters listed below must be mentioned in the summary. Include the name of the main characters and a short character description.



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# FICTION CHECKLIST

## **STEP 5: SETTING - There are 2 parts to a book's setting. You must include both!**

Time - When did the story happen? Be specific.

Place - Where did the story take place? If the story takes place in more than one location, choose only the more important place

## **STEP 6: CONFLICT - What is the main conflict? Choose only one problem.**

## **STEP 7: SOLUTION/RESOLUTION - How is the problem solved?**

## **STEP 8: AUTHOR'S STUDY - GRADES 9-12 ONLY**

Compare the plot lines, characters, and/or theme of the story by different author or the same author.

## **STEP 9: DESIGN YOUR PRESENTATION**

Congratulations! The hard part is over; now, the fun begins!

- Use a standard tri-fold storyboard that unfolds to be 36" high x 48" wide. The sides fold in to make the board stand by itself.
- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
- Don't overload your presentation with animations.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football players, you might choose a font like "IMPACT."
- Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
- Props add interest but must fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be alive, valuable, or dangerous.
- You do not have to display the book, have props, or dress up.
- If creating a bilingual presentation, remember to translate all required elements into English for judging.



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# STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

→ or Media Project

Student Name \_\_\_\_\_

Book Title \_\_\_\_\_

Grade \_\_\_\_\_

Division \_\_\_\_\_

Bilingual (circle one) Yes No

School \_\_\_\_\_

HR Teacher \_\_\_\_\_

Divisions A-F and J-L

## All the following must be present on the project

**NOTE:** Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

<b>Title</b>  <b>Plot Summary</b> PK-1: Retell through writing/drawing/dictating the story 2-3: Recount the story in a written response 4-12: Summarize the story in a written response	<b>Author</b>  <b>Main Characters</b> Only those important to the story line	<b>Publisher and Publication Date</b>  <b>Setting</b> Place and time of story
<b>Conflict</b> The problem in the story	<b>Solution or Resolution</b> How the problem is resolved	<b>Author(s) Study</b> Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author. <b>Grades 9-12</b>

### WRITING

- Writing is neat and inviting
- Writing is easily understood

### CREATIVITY

- Project is original
- Project demonstrates imagination
- Unique materials are used to express ideas

### QUALITY OF PROJECT

- Project follows the guidelines
- Project is durable and will last through several rounds of competition without physical support

### THOROUGHNESS OF WRITTEN INFORMATION

- Project captures the most important information
- Project capture the concept/point the author made in the book

### INTEREST EVOKED

- Project demonstrates student's ability
- Student encourages others to read the book
- Student attracts others and makes them interested in the work

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **NONFICTION CHECKLIST**

## **STEP 1: CHOOSE YOUR CATEGORY AND DIVISION**

Category: Nonfiction (Divisions G-I)

☐ Division G (Grades 3-5)

☒ Division H (Grades 6-8)

☐ Division I (Grades 9-12)

**Note:** Division H and I can choose between Storyboard or Digital Media Presentation

My group members: \_\_\_\_\_

**Note:** Only 2 to 3 students in a group. If a group project has students in various grades, the project should be placed in the division of the oldest student. This does not include class projects. Division K and L can choose between Storyboard or Digital Media Presentation.

## **STEP 2: BIBLIOGRAPHIC INFORMATION**

Use the copyright page to identify the bibliographic information

Title of the book – Underline, if writing - italicize, if typing

Author – the person who wrote the book

Publisher – the company that printed and distributed the book

Publication – The date the book was published

## **STEP 3: TYPE OF NON-FICTION TEXT**

☐ Discussion

☐ Report

☐ Explanatory

☐ Opinion/Argument

☐ Instructional

## **STEP 4: SUMMARY**

Summarize what happened in the text. Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites or books.

- 3: Recount the main idea and key details the text in a written response (RI.3.2)
- 4-12: Summarize the text in a written response - include the main/central idea in this summary (RI.4-12.2)



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## STEP 5: GRAPHIC ORGANIZERS

A graphic organizer is a visual display or picture of information. You must include a graphic organizer summarizing the events in the text. Have fun and be creative! Some internet sites that have printable graphic organizers are listed below.

- Read-Write-Think Cube Creator [www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html](http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html)
- edHelper Graphic Organizers [edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)
- Houghton Mifflin Harcourt Education Place [www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)
- Education Oasis Graphic Organizers [www.educationoasis.com/printables/graphic-organizers/](http://www.educationoasis.com/printables/graphic-organizers/)

## STEP 6: STUDENT-MADE CONNECTIONS

Choose one or more of the following ways you feel connected to the text.

Text - Self: I can identify with this topic, because...

Text - Text: The text reminds me of the book...

Title of the Book

Author of the Book

## STEP 7: AUTHOR'S PURPOSE

Why did the author write the book?

- \_\_\_\_\_ To entertain                      \_\_\_\_\_ To inform
- \_\_\_\_\_ To persuade                      \_\_\_\_\_ A combination of the above

## STEP 8: TOPIC STUDY - GRADES 9-12 ONLY

Recommend another text that has similar or opposing/alternate information on the same topic. (MCCR.R.9)

## STEP 9: DESIGN YOUR PRESENTATION

Congratulations! The hard part is over; now, the fun begins!

- Use a standard tri-fold storyboard that unfolds to be 36" high x 48" wide. The sides fold in to make the board stand by itself.
- Be cautious with flashing transition in your digital presentation.
- To keep the judge from feeling overwhelmed, you should keep the text on each slide short and to the point. Use the 5/5/5 rule: no more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
- Don't overload your presentation with animations.
- Carefully type or write the story elements in Steps 2 - 8. Be creative! For example, if your person is a football players, you might choose a font like "IMPACT."
- Your text should be easy to read and pleasant to look at. Large, simple fonts and theme colors are always your best bet.
- Props add interest but must fit in the middle of the display. No items can protrude from the back or top of the tri-fold board. Props can be battery-operated, but you cannot use electrical outlets and extension cords. Items cannot be alive, valuable, or dangerous.
- You do not have to display the book, have props, or dress up.
- If creating a bilingual presentation, remember to translate all required elements into English for judging.

→ OR Media Project

# STUDENT READING FAIR STORYBOARD PROJECT CHECKLIST

Nonfiction Text | Divisions G-I

Student Name

Book Title

Grade

Division

Bilingual (circle one) Yes No

School

HR Teacher

## All the following must be present on the project

**NOTE:** Project is written in the student's own words and information has not been directly copied or plagiarized from any source: websites of books. Copyrighted materials have creator or source credits listed.

Title	Author	Publisher and Publication Date
<b>Type of Non-Fiction Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

### WRITING

- Writing is neat and inviting
- Writing is easily understood

### THOROUGHNESS OF WRITTEN INFORMATION

- Project captures the most important information
- Project capture the concept/point the author made in the book

### CREATIVITY

- Project is original
- Project demonstrates imagination
- Unique materials are used to express ideas

### INTEREST EVOKED

- Project demonstrates student's ability
- Student encourages others to read the book
- Student attracts others and makes them interested in the work

### QUALITY OF PROJECT

- Project follows the guidelines
- Project is durable and will last through several rounds of competition without physical support



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# Judge's Fiction Storyboard Rubric

Use this rubric for Divisions A-F and J-L

JUDGE'S NUMBER \_\_\_\_\_  
CHECK IF BILINGUAL \_\_\_\_\_

PARTICIPANT'S NUMBER \_\_\_\_\_

Title

Author

Publisher and Publication Date

Plot Summary

PK-1: Retell through writing/drawing/dictating the story  
2-3: Recount the story in a written response  
4-12: Summarize the story in a written response

Main Characters

Only those important to the story line

Setting

Place and time of story

Conflict

The problem in the story

Solution or Resolution

How the problem is resolved

Author(s) Study

Compare the plot lines, characters, and/or theme of the story to another story by a different author or the same author. **Grades 9-12**

Copyrighted Materials Credit

Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source.

Plagiarism (disqualify board)

Project is written in the student's own words and information has not been directly copied or plagiarized from any source - websites or books.

Deduct 10 points if ANY of the above story elements are not present in the presentation. \_\_\_\_\_

Deduct 10 points if student involvement is not evident in the presentation. \_\_\_\_\_ (includes Copyright and Plagiarism)

Deduct 1 point for each element that is not translated in a bilingual presentation. \_\_\_\_\_

CATEGORY		SCORING										POINT TOTAL
Writing	<ul style="list-style-type: none"><li>Writing is neat and inviting</li><li>Writing is easily understood</li></ul>	Lowest					Highest					10 Points/ _____
		1	2	3	4	5	1	2	3	4	5	
		1	2	3	4	5	1	2	3	4	5	
Creativity	<ul style="list-style-type: none"><li>Project is original</li><li>Project demonstrates imagination</li><li>Unique materials are used to express ideas</li></ul>	Lowest					Highest					30 Points/ _____
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
Quality of Project	<ul style="list-style-type: none"><li>Project follows the guidelines</li><li>Project is durable and will last through several rounds of competition without physical support</li></ul>	Lowest					Highest					20 Points/ _____
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
Thoroughness of Written Information	<ul style="list-style-type: none"><li>Project captures the most important information</li><li>Project capture the concept/point the author made in the book</li></ul>	Lowest					Highest					20 Points/ _____
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
Interest Evoked	<ul style="list-style-type: none"><li>Project demonstrates student's ability</li><li>Exhibit is appropriate to age level</li><li>Student encourages others to read the book</li><li>Student attracts others and makes them interested in the work</li></ul>	Lowest					Highest					20 Points/ _____
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
Questions Judges should ask at a minimum:												
1. Which character was your favorite? Why?												
2. How did you (or you and the rest of your group) decide upon the design of the project?												
3. What was the best part of the story? What part of the book, if any, did you not like?												

Total Points \_\_\_\_\_ Points Deducted \_\_\_\_\_ Grand Total \_\_\_\_\_

# Judge's Nonfiction Storyboard Rubric

Use this rubric for Divisions G-I

**JUDGE'S NUMBER** \_\_\_\_\_  
**CHECK IF BILINGUAL** \_\_\_\_\_

**PARTICIPANT'S NUMBER** \_\_\_\_\_

<b>Title</b>	<b>Author</b>	<b>Publisher and Publication Date</b>
<b>Type of Nonfiction Text</b> Discussion, Report, Explanatory, Opinion/Argument, Instructional	<b>Text Summary</b> 3: Recount the main idea and key details the text in a written response 4-12: Summarize the text in a written response	<b>Graphic Organizers</b> Capture the main/central idea and/or main points important to the text
<b>Student Connections</b> Text-to-self; text-to-text; and/or text-to-world	<b>Author's Purpose</b> Identify the main purpose of the text (to explain, persuade, describe, entertain, and/or answer a question)	<b>Topic Study</b> Recommend another text that has similar or opposing/alternate information on the same topic <b>Grades 9-12</b>

### Copyrighted Materials Credit

Any materials that are deemed copyrighted - book covers or internet images must give credit to the creator or source.

### Plagiarism (disqualify board)

Project is written in the student's own words and information has not been directly copied or plagiarized from any source - websites or books.

Deduct 10 points if ANY of the above story elements are not present in the presentation. \_\_\_\_\_

Deduct 10 points if student involvement is not evident in the presentation. \_\_\_\_\_ (includes Copyright and Plagiarism)

Deduct 1 point for each element that is not translated in a bilingual presentation. \_\_\_\_\_

CATEGORY	SCORING										POINT TOTAL
<b>Writing</b>	<b>Lowest</b>					<b>Highest</b>					10 Points/ _____
	1	2	3	4	5	1	2	3	4	5	
	1	2	3	4	5	1	2	3	4	5	
<b>Creativity</b>	<b>Lowest</b>					<b>Highest</b>					30 Points/ _____
	1	2	3	4	5	6	7	8	9	10	
	1	2	3	4	5	6	7	8	9	10	
<b>Quality of Project</b>	<b>Lowest</b>					<b>Highest</b>					20 Points/ _____
	1	2	3	4	5	6	7	8	9	10	
	1	2	3	4	5	6	7	8	9	10	
<b>Thoroughness of Written Information</b>	<b>Lowest</b>					<b>Highest</b>					20 Points/ _____
	1	2	3	4	5	6	7	8	9	10	
	1	2	3	4	5	6	7	8	9	10	
<b>Interest Evoked</b>	<b>Lowest</b>					<b>Highest</b>					20 Points/ _____
	1	2	3	4	5	1	2	3	4	5	
	1	2	3	4	5	1	2	3	4	5	

### Questions Judges should ask at a minimum:

1. Is the subject/topic something you are interest in or want to know more about? Explain.
2. How did you (or you and the rest of your group) decide upon the design of the project?
3. What was the best part of the story? What part of the book, if any, did you not like?

**Total Points** \_\_\_\_\_ **Points Deducted** \_\_\_\_\_ **Grand Total** \_\_\_\_\_