Important Dates

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

Early Sept.................. Hold district organizational meeting for Fall/Winter (Dec. 1 - Jan. 30) district meets

Sept. 23..................... Deadline to submit District Meet Information and Materials Order Form for Fall/Winter (Dec. 1 - Jan. 30) district meets (submit online)

Nov. 2...................... First day to hold A+ invitational meets (Nov. 1 - April 1)

Before Nov. 20 ..... Hold district organizational meeting for Spring district meets

Nov. 20..................... Deadline for Participation Registration.

Deadline to submit District Meet Information and Materials Order Form for Spring (Feb. 1 - May 22) district meets (submit online)

Dec. 1 ...................... First day A+ Fall/Winter (Dec. 1 - Jan. 30) district materials may be used

Jan. 30 ...................... First day to return A+ Fall/Winter district contest materials to participating schools

Feb. 1 ...................... First day A+ Spring (Feb. 1 - May 22) district materials may be used

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

May 22 ...................... First day to return A+ Spring district contest materials to participating schools

May 28 ...................... Deadline to submit Academic District Participation Summary

“The UIL Experience is about creating memories that will have a lifelong impact on students both academically and socially.”

- Natasha Tillman, Program Specialist, UIL Elementary School Programming at Houston ISD
Access fall planning document for questions around A+ participation and COVID-19.

Inside

Click the words below to help navigate the handbook.

**A+ ACADEMICS**

Important Dates............................................................................................................... IFC
General Information............................................................................................................. 2
Forming a District ................................................................................................................. 3
The District Chairperson ..................................................................................................... 4
The District Executive Committee .................................................................................. 4
The Campus Coordinator ................................................................................................. 5
Academic Coaches ........................................................................................................ 5
The District Meet ................................................................................................................. 6
Invitational Meets ............................................................................................................. 10
Constitution and Contest Rules ...................................................................................... 11
Instructions for Contest Directors of Speaking Events ................................................ 18

Academic Contests

Art ........................................................................................................................................ 22
Calculator Applications ................................................................................................. 28
Chess Puzzle .................................................................................................................. 32
Creative Writing .............................................................................................................. 40
Dictionary Skills ............................................................................................................. 47
Editorial Writing ............................................................................................................. 53
Impromptu Speaking ....................................................................................................... 60
Listening .......................................................................................................................... 67
Maps, Graphs, & Charts .................................................................................................... 74
Mathematics ................................................................................................................... 80
Modern Oratory ............................................................................................................... 84
Music Memory ................................................................................................................ 91
Number Sense ................................................................................................................. 98
One-Act Play ................................................................................................................... 104
Oral Reading .................................................................................................................. 106
Ready Writing ................................................................................................................ 115
Science I and II ............................................................................................................... 122
Social Studies .................................................................................................................. 126
Spelling ........................................................................................................................... 130
Storytelling ..................................................................................................................... 137

Forms............................................................................................................................... Appendix
General Information

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

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. 20. 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 infor-
mation about each contest, sample test items, scoring sheets, directions for conducting contests and
tournaments, sample entry forms, conflict pattern and results forms.

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

Register to Participate!

You must register every year your school participates in UIL academic contests. You may register via the UIL
web site.

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. 20. Register online.

* USE SEPARATE ONLINE ENTRY FOR EACH CAMPUS

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. 23 for Fall/Winter district meets held
between Dec. 1 and Jan. 31. Due by Nov. 20 for Spring district meets held between Feb. 1 and the last Saturday
before Memorial Day.

Notice of Non-Discrimination

The University Interscholastic League (UIL) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs.
See Section 360, Non-Discrimination Policy, UIL Constitution and Contest Rules.
https://www.uiltexas.org/policy/constitution/general/nondiscrimination

The following person has been designated to handle inquiries regarding the non-
discrimination policies:

Dr. Mark Cousins
University Interscholastic League
Director of Compliance and Education
1701 Manor Road, Austin, TX 78722
Telephone: (512) 471-5883
Email: policy@uiltexas.org

For further information on notice of non-discrimination, visit http://wdcrob-colfp01.ed.gov/CFAPPS/OCR/contactus.cfm
or call 1-800-421-3481 or contact OCR in Dallas, Texas:
Office for Civil Rights
U.S. Department of Education
1999 Bryan Street, Dallas, TX 75201-6810
Telephone: 214-661-9600, Fax: 214-661-9587, TDD: 800-877-8339
Email: OCR.Dallas@ed.gov
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 Academics 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 designated administrators from each participating school 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. 30) should occur before Sept. 23. Planning meetings for Spring district meets (held Feb. 1 or later) should occur before Nov. 20.

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. 20 deadline.

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<tr>
<th>Contest</th>
<th>2</th>
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<td>A</td>
<td>Ind.</td>
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</tbody>
</table>

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.
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. 23 for Dec. 1 - Jan. 30 district meets and by Nov. 20 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 administrators from each school comprise the District Executive Committee, which should meet with the campus coordinators before Sept. 23 for fall district meets and before Nov. 20 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. 30, 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.
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.

Inform Teachers of Decisions

The district chairperson or designee 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

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.
The District Meet

Although the district director's school often hosts the meet, this is not mandatory. The most essential aspect 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 district planning meeting. Typical duties of the host school include the following:

- Provide any necessary maps and/or parking instructions.
- Schedule rooms for contests.
- Equip meet officials with contest rules and other supplies needed for each A+ event (stopwatches, pencil sharpeners, etc...)
- 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.
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

<table>
<thead>
<tr>
<th>Contest</th>
<th>Grades</th>
<th>8 a.m.</th>
<th>9 a.m.</th>
<th>10 a.m.</th>
<th>11 a.m.</th>
<th>noon</th>
<th>1 p.m.</th>
<th>2 p.m.</th>
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Middle School/Junior High

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<td>Calculator Applications</td>
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<tr>
<td>Editorial Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Science I and II</td>
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<tr>
<td>Listening</td>
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</tr>
<tr>
<td>Chess Puzzle</td>
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<td></td>
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<tr>
<td>Art</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Music Memory</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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 903(f) of the C&CR)

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

Eligible students may serve as substitutes for an original entry by providing the contest director with a substitute eligibility form found on the UIL website or a letter signed by the designated administrator certifying the student's eligibility. The substitution form or letter shall be presented to the contest director before the student competes. At the conclusion of the meet, the contest director shall submit all substitution forms or letters to the district academic meet director to be filed with the school's original online entry form.

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

Students who have been certified as eligible but who are to be substituted into another event shall 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 903(f)). 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, the coach or contestant shall provide the contest director, prior to the beginning of the contest, a letter signed by the superintendent or designated administrator certifying both the eligibility of the student and the fact that the District Executive Committee or the district academic meet director has approved the late entry. At the conclusion of the meet, the contest director shall submit the letter to the district academic meet director to be filed with the school's original entry form.

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

Visit the [UIL ONLINE STORE](#) to order copies of last year’s contests.

Use the [DISTRICT MEET FORM](#) on the UIL website to order materials for the district meet (meet directors only).

District materials for Fall/Winter district meets held Dec. 1 - Jan. 30 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.

Order invitational meet materials from the [UIL Online Store](#) (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.
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 from the UIL Online Store, altering UIL tests from previous years, writing their own tests or ordering tests from other sources.

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. The materials contain tests, answer keys, answer sheets, evaluation sheets, etc. The contest host must duplicate all needed materials. Generic forms not included and may be duplicated from this handbook or downloaded from the UIL A+ web site.
Elementary, middle and junior high schools are not automatically sent a copy of the Constitution and Contest Rules. 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)

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

1. Student’s Eligibility. An individual may participate in UIL competition or contests as a representative of the participant school if he/she attends if that student has been in attendance and has passed the number of courses required by state law and by 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 average 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 UIL competition or contests as a representative of the participant school if the 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 number of 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 – Refer to 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. This rule would not prohibit a school district from being involved in the facilitation of an enrichment/intervention program which may or may not include athletic activities involving students from their own schools.

   Exception: Certain athletic exceptions allow sixth grade students to participate. Refer to (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. Refer to 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 sight-reading 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 UIL participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a UIL contest or contest similar to one offered by the UIL. Schools shall not conduct practices or teach any plays, formations or skills on Sunday.
NON-TRADITIONAL SCHOOL YEAR. (Refer to Section 383).

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.

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.

MEMBERSHIP.

(1) School District. Junior high/middle schools receive membership in the UIL 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 14.

(3) Superintendent’s Responsibility. The superintendent shall have final responsibility for membership. When a school board elects to pay membership fees to join the UIL, 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.

DISTRICTS.

(1) No District Assignments. Junior high schools will not be assigned to junior high districts or conferences by the UIL office. Schools may follow the high school academic and/or athletic 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.

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.

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 UIL 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, intimates 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.

(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 for the grade levels indicated in parentheses:

(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 (2-8)

(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)

Instructions and required contest procedures are found in the A+ Handbook.

(e) MEMBERSHIP IN UIL; FORMING DISTRICTS.

(1) Membership. Elementary, middle and junior high schools receive membership in the UIL 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 UIL 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 UIL’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 interschool elementary field days. For athletic exceptions to allow sixth grade students to participate, Refer to 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 UIL office. Schools may follow the high school Academics 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 UIL office online through the UIL website. The meet director’s name shall be included. Deadlines are September 23 for district meets held between December 1 and January 30, and November 20 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 UIL 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 UIL participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a UIL contest or a contest similar to one offered by the UIL.

(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 UIL will provide three sets of elementary and junior 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 SUBSTITUTEs. 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) 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 UIL 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 UIL office for those meets. Materials necessary for conducting district meets shall be requisitioned from the UIL office by the district director. 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.

(f) OPTIONAL CONTEST.
   (1) Speech. The middle or junior high schools in any A+ district may hold any of the speech contests listed in the high school Academics 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.

(g) 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. Any corrections to contest material will be made available to meet director.
   (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.

<table>
<thead>
<tr>
<th>Event</th>
<th>Test/Key</th>
<th>Answer Sheet</th>
<th>Eval Sheet/Topics/Scripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art*</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Calculator Applications</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chess Puzzle</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionary Skills</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Editorial Writing</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Impromptu Speaking</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Maps, Graphs &amp; Charts</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Modern Oratory</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Music Memory **</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number Sense</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Reading</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready Writing</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Science I and II</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storytelling</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

* Prints are NOT provided by the UIL.
** Contest audio tracks are provided by the UIL.
(h) 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 performer), 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.

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.

(i) **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 cham-
pionship 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.

(j) 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.

(k) 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.

(l) INDIVIDUAL PLANS. Specific requirements and regulations may be found in the individual contest plans.

The A+ Handbook as Official Source for Contest Rules

The UIL Constitution & Contest Rules (C&CR) went through significant revisions, effective with the 2016-2017 school year. For A+ Academics, the C&CR contains only the basic structure of each A+ contest, along with general rules for district organization, etc. Those C&CR sections are included at the beginning of each contest section in the A+ Handbook.

Detailed rules for contest administration, judging or grading, scoring and other aspects of directing and participating in each contest are now contained exclusively in the A+ Handbook. The C&CR designates the A+ Handbook as the official source for contest rules and instructions not contained in the C&CR.

Updates to 2020- 2021 Handbook

- A distinction was made to show the importance of the contest script. You may choose not to use the scripts but familiarity with their content is vital.
- The Ready Writing Judge Instructions were updated.
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;

<table>
<thead>
<tr>
<th>No. Entries</th>
<th>Preliminaries</th>
<th>Participants Advancing to Final Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>None</td>
<td>Final Round</td>
</tr>
<tr>
<td>9-16</td>
<td>2 Sections</td>
<td>1st, 2nd, 3rd from each section</td>
</tr>
<tr>
<td>15-24</td>
<td>3 Sections</td>
<td>1st, 2nd from each section</td>
</tr>
<tr>
<td>20-32</td>
<td>4 Sections</td>
<td>1st, 2nd from each section</td>
</tr>
<tr>
<td>32-39</td>
<td>8 Sections</td>
<td>1st from each section</td>
</tr>
</tbody>
</table>

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. TalkTab is appropriate for any UIL speaking event when there is panel judging.

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.

<table>
<thead>
<tr>
<th>Contestant</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Three</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contestant</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contestant</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
<th>Total</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1st</td>
</tr>
<tr>
<td>Two</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Contestant Rank</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
<th>Total</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>+ 2nd</td>
</tr>
<tr>
<td>Two</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>- 3rd</td>
</tr>
</tbody>
</table>

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.


**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.

<table>
<thead>
<tr>
<th>Contestant</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
<th>Total</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>+</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>Three</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>- +</td>
</tr>
<tr>
<td>Four</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>- +</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>- +</td>
</tr>
<tr>
<td>Six</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

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
  - 1st = 1.00
  - 4th = .25
  - Total = 1.42
- Contestant 2
  - 3rd = .33
  - 6th = .17
  - Total = 1.49
- Contestant 3
  - 4th = .25
  - 6th = .17
  - Total = .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.

<table>
<thead>
<tr>
<th>Contestant</th>
<th>Judge A</th>
<th>Judge B</th>
<th>Judge C</th>
<th>Total</th>
<th>Preference</th>
<th>Decimal</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>+ -</td>
<td>1.42</td>
<td>2nd</td>
</tr>
<tr>
<td>Two</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>-</td>
<td>1.49</td>
<td>1st</td>
</tr>
<tr>
<td>Three</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>- +</td>
<td>1.00</td>
<td>3rd</td>
</tr>
<tr>
<td>Four</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>-</td>
<td>.95</td>
<td>6th</td>
</tr>
<tr>
<td>Five</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>- +</td>
<td>.95</td>
<td>4th</td>
</tr>
<tr>
<td>Six</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td></td>
<td>.95</td>
<td>5th</td>
</tr>
</tbody>
</table>

**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.
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.

### Section 1410: ART

#### (a) 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, is the source for test material of history and art elements relative to the art selections. 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. Approximately 30 minutes will be allotted for Part A and 30 minutes for Part B of the contest exclusive of time required for instructions.

#### (b) REPRESENTATION.

1. **Contestants.** Students in officially prescribed grade levels below 9th grade are eligible under Section 1400 or 1405 may enter this contest.

2. **Divisions.** Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

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.

#### (c) CONTEST ADMINISTRATION.

1. **Personnel.** All personnel in this contest may be coaches of participating students, with the exception of the person choosing the selections to be used in Part A of the contest. This person shall not be the coach of any student in the competition.

2. **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 shall be final.

3. **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.

4. **Points and Ties.** Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which 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.

5. **Certificates.** Students who score 100% in both sections of the contest at the district competition are eligible to receive a Certificate of Achievement.

6. **Returning Materials.** No materials from district contests may be returned to contestants prior to official release dates.
Contest Administration Script

Before the contest begins, a contest official must select 15 of the possible 40 prints to use for Part A of the test. This person may not be the coach of any student in the contest. This person will shuffle the prints, place them face down, and randomly select 15. Shuffle well so that prints of various types of art are included. Devise a method to cover the title and artist’s name on the prints, so this information is not visible during the contest. Create an answer key from these 15 prints by numbering them on the back in pencil or with post-it labels. Make a copy of the answer key for each grader.

1. Clear Room. Inform contestants and coaches 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. Distribute answer sheets for Part A and call roll (if necessary).

3. Say: “This is the UIL Art test Part A. Write your contestant number in the upper right corner of the answer sheet, and circle your correct grade level. For this contest, you may write 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 as I show you a selection of 15 prints. We will begin the test now and after we are done, I will collect your answer sheets before moving on to Part B of the test.”

4. Display prints one at a time, each print for approximately one minute to one and one half minutes.

5. After 15 prints have been displayed, collect answer sheets for Part A and put the prints away so that students may not see them anymore.

6. Say: “Now, I will collect your answer sheets for Part A.”

7. Collect all Part A answer sheets and put away all prints before continuing with Part B.

8. Say: “Next, I will pass out answer sheets for Part B. After you receive your answer sheet, write your contestant number in the upper right hand corner of the answer sheet and circle your correct grade level.”

9. Say: “Now, I will pass out the test for Part B. Do not open the test until I instruct you to do so.”

10. Distribute tests for Part B.

11. Say: “You may mark on your test booklet; however, all answers should be recorded on your answer sheet. After 30 minutes, I will give you the stop signal.”

12. Then, Say: “You may now open your test booklet.”

13. Allow students 30 minutes to take the test.

14. When the test period of 30 minutes has ended, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet and test booklet.”

Practice & Preparation

- Prints: Available from Tune In (offers prints in 4x6” and 11x14” sizes, a recorded audio tour of the selected prints and a video with pictures and tour); prints are copyrighted and may not be reproduced or distributed even for educational use without prior written permission of the artist. Remember: Prints are updated every other school year.
- Art Smart Bulletin (source for questions and answers on both Parts A and B of the test)
- Practice Tests (found in Elementary and Junior High Study Materials Booklets)

The script is not mandatory; however, it does contain contest rules.

If you are the district meet director, make sure you have secured large Art prints for the meet.
Art

General Contest Information

Contest Format
- **Part A**: Requires students to write the artist name and painting title according to the [UIL official list](#).
- **Part B**: This may include multiple choice, true/false and some short answer questions. Spelling will not be penalized on short answer questions.

Contest Grade Divisions
- This contest will consist of two divisions (fourth-sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- **Contest Director**: The contest director will be in charge of running the contest and resolving any problems that arise.
- **Monitor**: Two monitors make certain that contestants work quietly and independently.
- **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.

Contest Material Overview
- **Provided by UIL**: Part B tests, answer sheets, answer key, Certificates of Excellence (for district meets).
  - These 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.
- **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. The host school must provide prints for use in the Part A identification section.
- **Provided by the school or student**: Pens, pencils and/or erasers

Grading/Scoring Rules

Criteria
- The test is graded objectively. A perfect score is 120. In Part A, award two points if the artist’s name is correct; award one point if the artist’s name is correct but misspelled. Award two points if the title of the art is correct; award one point if the title of the art is correct but misspelled. In part B, award two points for each correct answer. Do not deduct points; simply award no points for incorrect or unanswered items.

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 (team score sheet available here on the right-hand side of the page). A team shall have at least three contestants to participate in the team competition.

FAQs about Rules

**May we only administer one part of the test for a district meet?**
No. For district meets, both parts A and B must be administered.

**What if we can’t read a student’s handwriting?**
If there is a legibility of a letter question, 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 a letter is legible, it should be considered correct.
Sample Test Questions
(Part B)
ART ELEMENTS SECTION

Grades 4-6

1. The colors used to portray Mrs. Richard Hogarth are mostly
   a. warm.
   b. complementary.
   c. cool.
   d. neutral.

2. The mood of Setting Out to Fish is
   a. peaceful.
   b. lively.
   c. gloomy.
   d. dramatic.

3. The Rommel-Pot Player fits best into the _______ subject category.

4. Thick, rough paint was used in Keelmen Heaving in Coals by Moonlight for the
   a. boats.
   b. buildings.
   c. moon.
   d. water.

5. Abraham Leading Isaac to Sacrifice was painted with oils on ____________.

   True/False

6. Artists often use light to focus viewers’ attention on an important part of a painting.

7. Textures of feathers and dishes in Still Life with Grapes and Game offer an example of contrast.

8. View of the Dogana and Santa Maria della Salute and Sunset on the Lagoon, Venice are both seascapes.

Grades 7-8

1. Would you expect Sunset on the Lagoon, Venice or Amsterdam Harbor Scene to have a smoother surface?

2. The artist used warm color in The Coast at Beverly to
   a. keep viewers’ eyes moving around the image.
   b. unify the composition.
   c. add visual interest.
   d. focus attention on the surface of the painting.

3. Which of these works would be considered a group portrait?
   a. Madonna and Child
   b. Cardinal Bandinello Sauli, His Secretary, and Two Geographers
   c. The Concert
   d. all of the above

4. The artist used diagonal lines in View of the Dogana and Santa Maria della Salute to
   a. add liveliness and movement to the image.
   b. create a feeling of tension.
   c. separate the foreground from the background.
   d. lead viewers into the distance.

5. Complementary colors used in Still Life with Peaches and Old Glass help create a ____________ mood.

   True/False

6. Viewers are quickly drawn into Young Woman with Peonies by the woman’s direct gaze.

7. Leaving out details and using paler colors in the background are techniques of what is called linear or scientific perspective.

8. Solitude is a smaller painting than Keelmen Heaving in Coals by Moonlight.

These sample questions are taken from the 2019-20 fall/winter district tests.

Answer Key

Art Elements

4-6

1. d
2. b
3. genre
4. c
5. copper
6. T
7. F
8. F

7-8

1. Amsterdam Harbor Scene
2. c
3. b
4. a
5. lively
6. T
7. F
8. F
Sample Test Questions
(Part B)

ART HISTORY SECTION

**GRADES 4-6**

1. Giovanni Bellini is admired for his religious images and his
   a. genre scenes.
   b. landscapes.
   c. portraits.
   d. still lifes.

2. *Marcotte d'Argenteuil* shows characteristics of the ________________.

3. Until she was a teenager, Alma Thomas lived in the state of
   a. California.
   b. Georgia.
   c. New York.
   d. Pennsylvania.

4. The Industrial Revolution occurred during the ____________ of art history.

5. Macdonald-Wright thought painters should use color to create a sense of
   a. wind and weather.
   b. realistic perspective.
   c. three-dimensional form.
   d. rhythm and harmony.

**True/False**

6. Stuart was often in debt because he had few customers and they did not pay well for portraits.

7. El Greco often painted figures with a stretched look to give them a spiritual feel.

8. One thing Bazille and Calliebotte had in common was that both came from wealthy families.

**GRADES 7-8**

9. In what country did the characteristics of Renaissance painting first develop?

10. Sir Peter Paul Rubens lived for most of his life in
    a. The Netherlands.
    c. France.
    d. Italy.

11. The nationality of the artist who painted *Keelmen Heaving in Coals by Moonlight* was ________________.

12. One artist famous for developing a new way of painting was
    a. Caillebotte.
    b. Frankenthaler.
    c. La Farge.
    d. Marcoussis.

13. Newman's father wanted him to study
    a. art
    b. business.
    c. law.
    d. medicine.

**True/False**

14. Macdonald-Wright's work was influenced by his interest in Japanese art.

15. Newman joined the American Society of Painters in Watercolor, whose members shared the painting specialty.

16. Hogarth worked at an earlier time than Honthorst did.
Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level:  4 5 6 7 8

ARTIST

To calculate final score, add Part A and Part B together.

Score Test Below:

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.
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) THE 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. The contest consists of problems that 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. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

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

(2) 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.

(3) 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.

(4) Points and Ties. Points are awarded as specified in Section 1408 (i). Tied individual or teams split the total points equally for the two or more places in which 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.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Practice & Preparation

- Junior High Study Materials Booklet
- Practice Tests from previous years
- Independent Vendors
Contest Administration Script

Thirty minutes before the contest begins, assemble contestants sparsely around the room. Check tests for defects and omissions in the presence of coaches. 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.

1. Clear Room. Inform contestants and coaches 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. Distribute test booklets and call roll (if necessary).

3. Say: “This is the UIL Calculator test. Write your contestant number in the upper right corner of your test booklet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

4. After all students have written their contestant number and circled their grade level, read the following rules aloud:

   Say:
   (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) Timing devices, including 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 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.”

5. Say: “You may mark on your test booklet; however, all answers should be recorded in the answer spaces. If you need a reminder about how to write your answers, refer to the information located on the back of your test booklet cover page. After 30 minutes, I will give you the stop signal.”

6. Then, Say: “You may now open your test booklet to the first page and begin taking the test.”

7. Allow students 30 minutes to take the test.

8. When the test period of 30 minutes has ended, Say: “Please stop taking the test. You may write the number displayed on your calculator, but that is all. I will now collect your test booklet and scratch paper.”

*The contest official may ad lib as necessary while conducting the contest.*
General Contest Information

Contest Grade Divisions
- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- 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.
- Monitor. Two monitors make certain that contestants work quietly and independently.
- 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.

Contest Material Overview
- Provided by UIL - Tests, Answer key, contest rosters. One test will be provided for all three grades.
  - These 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
- Provided by the host school - Blank paper (scratch paper for contestants if requested)
- Provided by the school or student - Only silent, commercially available calculators that do not require auxiliary power are permitted. Spare calculators or battery packs are also permitted. Pens, pencils and/or erasers.
- Other - No other materials or notes may be used in the contest.

Grading/Scoring Rules

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.

Briefing Graders
- Brief graders on the procedure to be used for grading, and go over the information about how answers are to be written.

Scoring
- Exclude contestants from the room when grading. Allow sufficient time for careful grading. Ask coaches to disqualify themselves in scoring their own contestant’s papers, if they recognize handwriting. 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.

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.

Ties
- If two individual contestants’ papers or two teams have the same score, then a tie exists.
FAQs about Rules

**What kind of calculator may be used?**
The “General Contest Information” states that “only silent, commercially available calculators that do not require auxiliary power are permitted.” And that “spare calculators or battery packs are also permitted.” Therefore, there is no specific calculator that may be used for this contest as long as it follows the aforementioned parameters.

**How long does the contest last?**
Thirty minutes will be allowed for the contest. A clock should be visible to all contestants.

**How many sets of materials are available?**
The UIL will make available one test for invitational meets, one test for fall/winter district meets and one test for spring district meets.

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**Calculator Applications Sample Test**

1. ____________  
2. ____________  
3. ____________  
4. ____________  
5. ___________miles  
6. _____________  
7. _____________  
8. $____________  
9. _________ft²(Integer)  
10. ______________

These sample questions are taken from 2019-2020 Fall/Winter district test. An actual exam contains 80 fill-in-the-blank questions.

Answers to Sample Test

1. 748  
   7.48x10²  
2. -879  
   8.79x10²  
3. 3.40  
   3.14x10⁰  
4. -1.37  
   1.37 x10⁰  
5. 166 x 329 x 26.5  
6. (224)(85 X 79 X 455)

7. What is the quotient of two-pi divided by 17.9?

8. The floor of a gazebo was shaped in the form of a regular hexagon. In each of the sides measured 8'9”, what is the perimeter of the gazebo?

9. If a positive number, less its reciprocal, is equal to five, what is that positive number?

10. 1 + 3 + 5 + ... + 739
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) 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 an objective test containing approximately 20 chess puzzles, plus a tiebreaker section. Answer formats may include fill-in-the-blank, multiple choice and/or true/false. Thirty minutes will be allotted for the testing period and an additional five minutes will be allotted for the tiebreaker, exclusive of time required for instructions.

(b) REPRESENTATION.
(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under sections 1400 and 1405 may enter this contest.
(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
(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.

(c) CONTEST ADMINISTRATION.
(1) Personnel. All personnel in the contest may be coaches of participating students.
(2) Verification Period. Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official answer keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision shall be final.
(3) 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.
(4) Points and Ties. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which the 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.
(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Practice & Preparation

- Chess Puzzle page
- Study Material Booklets
- Practice Tests from previous years
- Independent Vendors
Contest Administration Script

(1) Inform contestants and coaches 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) Distribute answer sheets, test booklets, and call roll (if necessary).

(3) Say: “This is the UIL Chess Puzzle test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

(4) After all students have written their contestant number and circled their grade level, read the following rules aloud:
   
   Say:
   
   (A) “There are _____ (16 or 20) questions on this test. You will have 30 minutes to complete it. All questions are multiple choice. All answers should be recorded on your answer sheet. You may write or mark on the test booklet. Multiple-choice answers purposely do not indicate check, checkmate, or e.p. symbols.

   (B) You will be awarded one point for each correct answer. No deductions will be made for incorrect answers or skipped questions on this test. Finishing early is not rewarded, even to break ties. So use all of your time.

   (C) Some of the questions may be hard, but all of the puzzles are interesting! Good luck and have fun! If you don’t already know chess notation, reading and referring to the section inside your test booklet will help you.

   (D) After 30 minutes, I will give you the stop signal. You may now open your test booklet to the first page and begin taking the test.”

(5) Allow students 30 minutes to take the test.

(6) When the test period of 30 minutes has ended Say: “Please stop taking the test. Close your test booklet and put it to the side. I will now pass out the tiebreaker test booklet. Do not open the booklet until I tell you to do so. You will have 5 minutes to take the tiebreaker.”

(7) After all students have received their tiebreaker booklet, Say: “You may now open the tiebreaker test booklet.”

(8) Allow students 5 minutes to take the tiebreaker.

(9) When the tiebreaker period of five minutes has ended, Say: “Please stop taking the tiebreaker and put your pens or pencils down. I will now collect your answer sheet, test booklet, and tiebreaker booklet.”

*The contest official may ad lib as necessary while conducting the contest.*
**General Contest Information**

**Contest Grade Divisions**
- This contest will consist of three divisions (second/third, fourth/fifth, and sixth-eighth) unless the district executive committee approves separate divisions for each grade.

**Necessary Contest Personnel**
- **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.

- **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.

- **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.

**Contest Material Overview**
- **Provided by UIL:** Copies of test, answer key and answer sheet
  - These 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.

- **Provided by the school or student:** Pens or pencils and blank sheets of paper

- **Other:** No other materials or notes may be used in the contest.
Grading/Scoring Rules

Criteria
• The test is graded objectively. For the test and tiebreaker, award one point for each correct answer. There are no deductions for incorrect or skipped questions.

Briefing Graders
• Brief graders on the procedure to be used for grading and explain scoring process.

Scoring
• Each test should be independently scored twice, and papers contending to place should be scored a third time.

Ties
• It is only necessary to grade the tiebreaker only for papers involved in a tie. 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.

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.

FAQs about Rules

How long does the contest last?
For all divisions, contestants will be given 30 minutes to answer all test questions and 5 minutes for the tiebreaker section.

How many sets of materials are available?
The UIL 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.
These sample test questions are taken from the 2019-2020 Fall/Winter tests. Actual tests include 16 questions for 2/3 and 20 questions for 4/5 and 6-8.

**From 2/3 Fall/Winter District Test 2019-2020**

---

**#1. Black to move**

What term best describes this situation?

a) Black is in checkmate.  
b) Black is in stalemate.  
c) Black is in check.  
d) None of the above.

---

**#2. Black to move**

What term best describes this situation?

a) Black is in checkmate.  
b) Black is in stalemate.  
c) Black is in check.  
d) None of the above.

---

**#3. Black to move**

What term best describes this situation?

a) Black is in check.  
b) Black is in stalemate.  
c) Black is in checkmate.  
d) None of the above.

---

**#4.**

Which side has material advantage?

a) White  
b) Black  
c) It’s even  
d) It’s not possible to tell

---

Answers: 1 - b  2 - a  3 - a  4 - a
From 4/5 Fall/Winter District Test 2019-2020

UIL Chess Puzzle Solving—Fall/Winter District 2019-2020—Grades 4 and 5

#1. Black to move

What term best describes this situation?

a) Black is in checkmate
b) Black is in stalemate
c) Black is in check
d) None of the above

#2. Black to move

What term best describes this situation?

a) Black is in checkmate
b) Black is in stalemate
c) Black is in check
d) None of the above

#3 Black to move.

What term best describes this situation?

a) Black is in checkmate
b) Black is in stalemate
c) Black is in check
d) None of the above

#4.

Which side has material advantage?

a) White
b) Black
c) It's even
d) It's not possible to tell

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

From 6-8 Fall District Test 2019-2020

#1. Black to move

What term best describes this situation?

a) Black is in checkmate.
b) Black is in stalemate.
c) Black is in check.
d) None of the above.

#2. Black to move

What term best describes this situation?

a) Black is in checkmate.
b) Black is in stalemate.
c) Black is in check.
d) None of the above.

#3. Black to move

What term best describes this situation?

a) Black is in checkmate.
b) Black is in stalemate.
c) Black is in check.
d) None of the above.

#4.

Which side has material advantage?

a) White
b) It is even
c) Black
d) It is not possible to tell.

Answers: 1-b  2-a  3-c  4-a
From Fall/Winter Tiebreaker (All Grades) 2019-2020

UIIL Chess Puzzle Solving—Fall/Winter District 2019-2020—Tiebreaker, all grades

#1. White to move

White can checkmate Black in two moves, what is White’s first move?

a) \( \text{g7} \)

b) e\( \times d5 \)

c) e\( g3 \)

d) q\( \times d6 \)

#2. White to move

With the best play, how many moves will it take White to checkmate Black?

a) 1

b) 2

c) 3

d) 4

#3. White to move

What is White’s best move?

a) a\( \times b4 \)

b) f\( \times f4 \)

c) b6

d) h4

#4. White to move

What is White’s best move?

a) b5

b) a4

c) c6

d) h5

Answers: 1 - a 2 - b 3 - c 4 - d
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) 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. The stories shall contain at least one of the pictured items, but it is not required that all items on the page be included. Thirty minutes will be allotted for writing exclusive of time required for instructions.

(b) 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.

(c) CONTEST ADMINISTRATION.
(1) Personnel. The contest director may be the coach of a participating student.
(2) Viewing Period. An optional period not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations, stories and verify identification.
(3) 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.
(4) Returning Materials. No materials from the district contests may be returned to contestants prior to official release dates.

Practice & Preparation

- Elementary Study Materials Booklet
- Ready Writing & Creative Writing Handbook
- Prompts from previous years
- Independent Vendors
Contest Administration Script

Before the contest begins, coaches may assist with putting contestant numbers on students’ blank paper if necessary. Inform contestants and coaches of the time and place of the viewing period, if one is scheduled. A verification period is strongly encouraged not to exceed 15 minutes to review evaluations and compositions and verify identification (not to question judge decisions). Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

(1) **Call roll (if necessary).**

(2) **Say:** “This is the UIL Creative Writing event. Write your contestant number in the upper right corner of your blank writing paper.”

(3) **After all students have written their contestant number, Say:** “Now, I am going to pass out the Creative Writing prompt sheet faced down. Do not turn it over until I tell you to do so.”

(4) **After all students have received a prompt sheet, Say:** “Turn over the prompt page. Now, I will read the instructions. ‘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.’ You may use the instruction and prompt page for notes or ideas.”

(5) **Next, read the captions underneath each picture.**

(6) **Say:** “You will have 30 minutes to write a story, and I will give you a 5 minute warning before time is up. You may begin writing your story now.”

(7) **After 25 minutes, Say:** “You now have five minutes to finish your story.”

(8) **After 30 minutes, Say:** “It is now time to stop writing. Please put your pencils or pens down, and I will collect your prompts and contestant papers.”

*The contest official may ad lib as necessary while conducting the contest.*
Necessary Contest Personnel:

- **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.

- **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.

Contest Material Overview:

- **Provided by UIL:** Prompts and evaluation sheets, contest rosters, judges’ ballots, instruction sheet for judges
  - These 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.

- **Provided by the Host School:** Blank paper

- **Provided by the School or student:** Pens, pencils and/or erasers

- **Other:** Contestants may use a standard thesaurus and dictionary during the contest

### Judging/Scoring Rules

#### 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.

#### Briefing Judges: Prior to the contest, the director should discuss thoroughly with judges the criteria for evaluating the stories.

#### 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.

#### Ties: There can be no ties in this contest.

#### 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.

#### Points: Points are awarded through sixth place. See Section 1408 (i).
FAQs about Rules

How long does the contest last?
Allow 30 minutes for students to create and write stories.

How many sets of materials are available?
The UIL will make available one prompt sheet for invitational meets, one prompt sheet for fall/winter district meets and one prompt sheet for spring district meets.
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.
## UIL A+ Creative Writing Evaluation Sheet
### Elementary

Evaluation criteria are listed in the order of importance. Circle score rating in each of the three major areas of **creativity & interest**, **organization**, and **correctness of style** and tally the points.

### Creativity & Interest
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.

| (60%) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

### Organization
A well-organized story will present ideas in a logical and coherent manner.

| (30%) | 1 | 2 | 3 | 4 | 5 | 6 |

### Correctness of Style
Grammatical correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word usage.

| (10%) | 1 | 2 |

**TOTAL SCORE: ____________/20**

---

**CONSTRUCTIVE COMMENTS FOR THE CONTESTANT**

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.

---

*Judge’s signature* ___________________________________________________________
**Writing Events**

**JUDGE’S BALLOT**

___CREATIVE WRITING ___READY WRITING ___EDITORIAL WRITING

**INSTRUCTIONS**

Each judge should use a copy of this form to rank each contestant’s entry. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate each contest.

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**GRADE**

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**CONTESTANT**

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<td>PLACE WINNER*</td>
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</tbody>
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* PLACE WINNER indicates the final ranking (first through sixth place) of the contestants if several judges evaluate the papers.

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) 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. Twenty minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

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

(2) 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 shall be final.

(3) 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.

(4) Points and Ties. Points are awarded as specified in Section 1408 (i). No ties are to be broken in either the individual or the team component of this contest. Tied contestants or teams split the total points equally for the two or more places in which 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.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
**Practice & Preparation**

- **Study Materials Booklets**
- **Practice Tests from previous years**
- **Independent Vendors**

**Contest Administration Script**

(1) Inform contestants and coaches 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) Distribute answer sheets, test booklets, and call roll (if necessary).

(3) Say: “This is the UIL Dictionary test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

(4) After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet, not on your copy of the test. You will have 20 minutes to take the test. You may now open your test booklet and begin taking the test.”

(5) Allow students 20 minutes to take the test.

(6) When the test period of 20 minutes has ended Say: “Please stop taking the test and put your pencils or pens down. I will now collect your answer sheet and test booklet.”

*The contest official may ad lib as necessary while conducting the contest.*
General Contest Information

Contest Grade Divisions
- This contest will consist of two divisions (fifth/sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- 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.
- 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.

Contest Material Overview
- Provided by UIL: Tests and answer sheets, answer key, contest rosters
  - These 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.
- Provided by the Host School: Blank paper
- Provided by the School or student: Dictionary (which may be tabbed), pens, pencils and/or erasers
- Other: No other materials or notes may be used in the contest

Grading/Scoring Rules

Criteria
- The 40-question test is graded objectively. A perfect score is 120.

Briefing Graders
- Brief graders on the procedure to be used for grading and explain scoring process.

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.

Points
- Points. Individual points shall be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i).

FAQs about Rules

How long does the contest last?
Twenty minutes are allowed for the contest.

Do students have to use the Merriam Webster’s Intermediate Dictionary?
Test questions will be based on this dictionary; however, contestants may use older editions or other dictionaries.

How many sets of materials are available?
One test will be provided for grades 5 and 6; another test will be provided for grades 7 and 8. The UIL will make available one set of tests for invitational meets, one for fall/winter district meets and one for spring district meets.

Are tabbed dictionaries allowed?
Yes, and the tabs may also be labelled (within reason).
University Interscholastic League
2019-20 Dictionary Skills Contest
Fall/Winter District Test — Grades 5 & 6

1. In what game would you find an end run happen?
   A. tennis  C. soccer
   B. basketball D. football

2. If someone is in a dither, they could also be described as being what?
   A. nervous  C. sad
   B. shocked D. happy

3. How many characters does a pica provide to the inch?
   A. 10  C. 17
   B. 6 D. 13

4. What is the name for an American was on the side of the British during the
   American Revolution?
   A. Kumquat  C. Tory
   B. Leech D. Senior

5. What kind of animal are you most likely to find in a cote?
   A. cougar  C. elephant
   B. pigeon D. camel

6. How many years did Odysseus wander after the Trojan war?
   A. 2  C. 6
   B. 8 D. 10

7. Moor conquered Spain in the 8th century and ruled until what year?
   A. 1492  C. 1495
   B. 1462 D. 1482

8. What is the name of a book of sacred writings accepted by Muslims?
   A. Bible  C. Anthology
   B. Koran D. Torah

9. What is mixed with gasoline in a carburetor to make the gasoline burn easily?
   A. lead  C. air
   B. oil D. water

10. What is another name for a husbandman?
    A. scuba diver  C. farmer
    B. player D. coach

From 5/6 Fall/Winter District Test 2019-2020

Answer Key
1. D
2. A
3. A
4. C
5. B
6. D
7. A
8. B
9. C
10. C

Copies of last year's tests are available through the UIL Online Store at store.uiltness.org.

These sample test questions are taken from the 2019-2020 Fall/Winter Tests for grades 5/6 and 7/8. Actual tests include 40 questions.
Answer Key

1. What is another word for raze?
   A. burn       C. float
   B. demolish   D. hunt

2. If a horse experiencing a spavin, what part of the horse is swelling?
   A. gaskin     C. hock
   B. loin       D. croup

3. What is the theory that if one nation becomes Communist-controlled the
   neighboring nations will also become Communist-controlled?
   A. law theory C. the domino theory
   B. the neighbor theory D. music theory

4. The macadamia nut was named after Australian chemist John Macadam. What year did he pass?
   A. 1836       C. 1844
   B. 1901       D. 1865

5. What was the name of the Greek philosopher who gave insects the name
ten-tomon?
   A. Aristotle C. Socrates
   B. Plato      D. Democritus

6. What are molars adapted for?
   A. grinding   C. brushing
   B. flashing light D. polishing

7. How many surrounding boroughs are in Greater London?
   A. 30         C. 42
   B. 32         D. 41

8. What is the study or collection of coins, paper, money and sometimes related
   objects?
   A. geology     C. numismatics
   B. mycology    D. ornithology

9. Where did nankeen originally come from?
   A. Italy       C. Australia
   B. Mexico      D. China
Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level:  5  6  7  8

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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) THE CONTEST.
(1) Summary. Editorial writing teaches critical and analytical thinking, as well as the ability to write persuasively and concisely. Students learn to examine both sides of an issue, select and develop a stance and support that stance with logical, clear writing.
(2) Contest Format. Contestants will be provided a fact sheet from which they will develop and write an editorial. Forty-five minutes will be allotted for the writing period exclusive of time required for instructions.

(b) REPRESENTATION.
(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter this contest.
(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
(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 Editorial Writing.

(c) CONTEST ADMINISTRATION.
(1) Personnel. The contest director may be the coach of a participating student. A single or an odd number of judges should be selected. Judge(s) shall not be coaches of participating students.
(2) Options for Writing. Contestants may hand-write their editorials or 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. Spell check and thesaurus functions may be used. 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.
(3) Viewing Period. An optional period not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations and stories and verify identification.
(4) 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 announce, are final.
(5) Points and Ties. Points are awarded as specified in Section 1408 (i). There can be no ties in this contest.
(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Practice & Preparation

• Junior High Study Materials Booklet
• Prompts from previous years
• Independent Vendors
Contest Administration Script

Before the contest begins, coaches may assist with putting contestant numbers on the answer page if necessary. Inform contestants and coaches of the time and place of the 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.

1. Distribute answer sheets and call roll (if necessary).

2. Say: “This is the UIL Editorial Writing event. Write or type your contestant number in the upper right corner of your blank first page. Remember to also write or type your number in the upper right hand corner of any additional pages you use.”

3. After all students have written their contestant number and circled their grade level, Say: “Now, I am going to pass out the Editorial Writing prompt. Do not turn it over until I tell you to do so.”

4. After all students have received a prompt sheet, Say: “You will have 45 minutes to write your editorial. At the end of 45 minutes, I will tell you to stop. I will let you know when there are 15 and then 5 minutes left to write your paper. You may now turn over the prompt page and begin writing.”

5. After 30 minutes, Say: “You now have 15 minutes to finish your story.”

6. After 40 minutes, Say: “You now have 5 minutes to finish your story.”

7. After 45 minutes, Say: “It is now time to stop writing or typing. Please put your writing utensil down, press “print” if you typed your paper, and I will collect your prompts, notes and contestant papers.”

*The contest official may ad lib as necessary while conducting the contest.*
**General Contest Information**

**Contest Grade Divisions**
- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

**Necessary Contest Personnel**
- **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. The contest director may appoint an assistant.

- **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.

**Contest Material Overview**
- **Provided by UIL-** Prompts, instructions to the judges and a sample editorial, a list of editorial judging criteria (the contest director shall make available copies of the list for review by judges prior to the contest), contest rosters
  - These 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.

- **Provided by the School or student-** Blank paper (ruled or plain white), pens, pencils, and/or erasers, computers/laptops, portable printer, associated hardware and software when students have chosen to type their response

- **Other-** Students may use a standard bound or electronic thesaurus and/or dictionary during the contest.
Criteria

- Judging criteria shall be enclosed in the contest material requisition from the UIL 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.
   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.

- Judges shall read all of the editorials submitted and rank them in order of their excellence: 1, 2, 3, 4, etc. Comments should be made on the evaluation sheets provided. Comments should be specific enough to provide a clear sense of the positive elements of the editorial and where improvement is needed. Judges should discuss the compositions contending for rank, and reach a consensus on the rankings.

FAQs about Rules

How many sets of materials are available?
One prompt will be provided for grades six, seven, and eight. The UIL will make available one contest prompt for invitational meets, one for fall/winter district meets and one for spring district meets.

How may students write their entries?
- Contestants may use ruled or plain white paper, standard notebook or typing paper to handwriting their editorials.
- Students may bring and use their own computers. Laptop computers are permitted and recommended.
- 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.
Leaguetown Middle School is located in East Texas and has an enrollment of 650 students in grades 6, 7 and 8.

Following district-wide budget cuts, last Monday Principal Alan Young announced there will no longer be year-long art and theatre elective offerings and instead an option to take a semester-long course of each. Last month the district announced each of the three middle schools would be getting their outdoor tracks resurfaced.

“This is the best option that still allows students interested in taking either of the courses to gain experience in both,” Young said. “Decisions on where to allocate funding come from above me.”

Students will meet with their counselors to plan their schedules starting next week. With the decision to cut arts classes, some parents have expressed frustration at the lack of options.

“My child does not have any interest in taking athletics classes,” parent Melba Goodwin said. “He loves to paint and draw, but he is very introverted. He already told me he wouldn't be comfortable taking a theatre class.”

Theatre teacher Brenda Booth said the shortened class doesn't give her students enough time to learn, rehearse and put on a play at the end of the year.

“I'm heartbroken the students will have to miss out on this opportunity,” Booth said. “I can teach them as much as I can in a semester, but there's just not enough time. It's hard for students to understand theatre without putting their skills toward a production.”

However, some students are excited they will be able to take both classes.

“I love both art and drama and now I don't have to choose which to take,” student Kacey Miller said. “I know a lot of my friends that want to take the new hybrid course.”

All middle school students are required to take at least one year of physical education. Athletics director Chrissy Chapman said the track has been in desperate need of renovations since last year.

“Almost every day that it is nice outside, we have students working out on that track,” Chapman said. “The district’s funding of the new track will impact more students than another art and theatre class would.”

Students, parents and teachers plan to speak at the next school board meeting this Thursday to ask the district to allocate more funding toward fine arts programs in middle schools. You are writing for the issue of the Press to be distributed on the Tuesday prior to the meeting.

STANCES

Supporting district's funding

The district doesn't have an unlimited amount of money. Shortening the art and theatre classes is the best option that still allows students to take those courses. Every student has to take PE classes. The new track will benefit more students for a longer period of time.

Opposing

Middle school students should be able to pursue what they are passionate about. Limiting students to only a semester of art and theatre doesn't give them enough time to complete longer art projects or put on a play at the end of the year. The district can wait to renovate the track if it comes at the cost of students’ learning.
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 or recommendation.

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

Last month, the district announced it would provide funding for resurfaced tracks at all three middle schools. Last week, Principal Alan Young announced that because of budget cuts to fine arts, the previously year-long art and theatre classes would be offered jointly as semester long classes.

On Thursday, parents, teachers and students plan to speak out against this misallocation of funding. It’s clear what the district cares about — and it isn’t students’ academic experience.

Students will begin meeting with their counselors next week to plan their schedules. Limiting both art and theatre to a semester doesn’t provide enough time for students to complete long-term art projects or put on a play at the end of the course. Not only that, but not every student interested in either of the courses is a fit for both. For instance, some students who want to take art are introverted and wouldn’t be comfortable in a drama classroom. The school has offered art and theatre as individual courses for years. There has to be a better solution.

Those in favor of the district’s funding argue that the new track will benefit far more students for a longer period of time than additional art and theatre classes would. That doesn’t account for the needs of current students. Education isn’t a business and students aren’t an investment.

While the new track is probably needed, it would be reasonable for coaches to utilize other workouts in the weight room and inside the gym until there is enough funding to move forward on the project. Physical education isn’t limited to the track, but art and theatre are limited to the classroom.

The school board should listen to the concerns presented at their meeting Thursday. Students are the ones in the classroom everyday and they should act in their favor.
In order to make this a complete learning experience, judges are asked to complete the evaluation sheet for students.

<table>
<thead>
<tr>
<th>The situation or problem is explained in the first two or three paragraphs.</th>
<th>FAIR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
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<tbody>
<tr>
<td>The writer takes an obvious stance in the first few paragraphs.</td>
<td>FAIR</td>
<td>GOOD</td>
<td>EXCELLENT</td>
</tr>
<tr>
<td>The writer supports the stance through specific examples.</td>
<td>FAIR</td>
<td>GOOD</td>
<td>EXCELLENT</td>
</tr>
<tr>
<td>The writer presents a logical solution or conclusion.</td>
<td>FAIR</td>
<td>GOOD</td>
<td>EXCELLENT</td>
</tr>
</tbody>
</table>

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) THE CONTEST.

(1) Summary. This contest gives students experience in formulating and organizing clear thoughts and effectively delivering those thoughts to an audience. The contest provides opportunities for students to explore the use of the voice and body in speaking situations; to examine different purposes for speaking; to organize ideas and deliver speeches on a variety of topics; to evaluate speeches given by others; and to develop self-confidence.

(2) Contest Format. Contestants will draw three topics, select one, and have three minutes to prepare a speech, which shall be presented without any notes. Contestants may not use costumes or props in the contest. The maximum time limit for each speech is five minutes. There is no minimum time limit. 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. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.

(1) Contestants. Students officially prescribed grade levels below 9th grade who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speaking events.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

(1) Personnel. The contest director may be the coach of a participating student. A time-keeper should be provided for each section. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

(2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of impromptu speaking, they shall be divided into sections according to official contest procedures.

(3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).

(4) Verification Period. If a panel of judges is used, a verification period shall 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. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.

(5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.

(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

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

Impromptu Speaking grade level division= 6-8
Contest Administration Script

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.

Say: This is the UIL Impromptu Speaking event. One at a time, contestants will draw three topics, select one and return the other two to the container. Contestants will have three minutes to prepare. Blank paper may be used to organize ideas during preparation; however, notes may not be used during the speech. The time limit for each speech is five minutes. If a contestant exceeds five minutes, he or she will be penalized one rank. Contestants may remain in the contest room. Audiences are permitted. Audiences are to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

*The contest official may ad lib as necessary while conducting the contest.

Sample Topics

- Books teach us...
- If I founded a brand-new country, I'd...
- If I could be any fictional character, I'd...
- It's important to be respectful because...
- People disagree because...
- I faced a setback, so I...
- I think that one day, phones will...
- I am inspired by...
- Responsibility means...
- If I could solve any problem, I'd...
- What it means to be an American...
- I got lost in the woods, so I...
- A time when I was brave...
- A skill I wish I had is...
- A time when hard work paid off is when...
- Three words that describe me are...
- The hardest job is...
- I protect the environment by...
- I learned a valuable lesson when...
- I want to help others by...
- I step inside the haunted house and...
- Before I grow up I'd like to...
- The greatest invention ever was the...
- One thing that's harder than it looks is...
- If I found out that my friend was an alien, I would...
- A slogan for my life is...
General Contest Information

Contest Grade Divisions
- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- Contest Director. This person will be in charge of running the contest and resolving any problems that arise. After the contest, provide the meet coordinator with the Contest Roster, a list of first through sixth place contestants and their schools, and the number of contestants participating. The director may appoint an assistant director.
- 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.
- Judge(s). A single or an odd number of judges for each preliminary section should be selected and trained by the contest director. The judges should be provided with a copy of the evaluation sheet prior to the beginning of the contest to make certain they understand what is being evaluated. So far as possible, judges should not know which school any contestant represents. Judges are to be instructed to give positive and constructive comments. See the sectioning instructions for an estimate of how many judges will be needed.
- Section Chairperson. One adult may be appointed per section to see that the contest progresses without problems. This person can ensure that judges have ballots and evaluation sheets and that the timekeeper is in place before the speaker begins. When the round is over, the chairperson gathers the evaluations and ballots from the judges and delivers them to the tabulation room. Instruct judges not to leave the contest until released by the contest director, so they are available if any questions arise in tabulating results.
- Tabulation Room Assistants. Adults may be appointed to work in the tab room to receive ballots from the judges and to determine winners.

Contest Material Overview
- Provided by UIL- Evaluation sheets, one set of topics for the preliminary rounds, one set of topics for the final round, judges’ ballots, Contest Director’s Ranking Sheet for a panel of judges, contest rosters
- These 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.
- Provided by the school or student- Blank paper (ruled or plain white), Pens, pencils, and/or erasers to be used to organize ideas during preparation
- Other- No other materials or notes may be used in the contest.

Judging/Scoring Rules

Criteria
• **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.

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.

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.

FAQs about Rules

**How long does the contest last?**
Thirty minutes will be allowed for the contest. A clock should be visible to all contestants.

**How many speaking events may a student enter at the district meet?**
A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

**What are the time requirements for the speeches?**
The maximum time limit for each speech is five minutes. There is no minimum time limit. 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.

**What kind of topics are used?**
Topics may be serious or humorous in nature and will be designed to include subjects that are familiar to the student.

**May a student be coached during the event?**
No speaker may be coached or prompted in any manner during the presentation.

**May districts create sections?**
Districts may create smaller sections than what the C&CR requires (a section may consist of no more than eight students) 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.

**How many sets of materials are available?**
The UIL 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.
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.

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

<table>
<thead>
<tr>
<th>SPEAKER NUMBER</th>
<th>NAME</th>
<th>TITLE</th>
<th>JUDGE RANK</th>
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<tbody>
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</table>

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 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.

<table>
<thead>
<tr>
<th>Speaker Number</th>
<th>Judge 1</th>
<th>Judge 2</th>
<th>Judge 3</th>
<th>Totals</th>
<th>Preference*</th>
<th>Decimal Value*</th>
<th>Rank</th>
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* 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 throughout 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) **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. 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 objective questions. Ten minutes will be allotted for the testing period.

(b) **REPRESENTATION.**

(1) **Contestants.** Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) **Divisions.** Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(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.

(2) **Ties and Points.** 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. Points are awarded as specified in Section 1408 (i).

(3) **Verification Period.** A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(4) **Official Results.** After 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.

(5) **Returning Materials.** No materials from district contests may be returned to contestants prior to official release dates.
Practice & Preparation

- Study Materials Booklets
- Practice Tests from previous years
- Independent Vendors

Contest Administration Script

(1) Inform contestants and coaches 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) Distribute answer sheets and call roll (if necessary).

(3) The contest director will now, Say: “This is the UIL Listening test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level.”

(4) After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet, not on your copy of the test.”

(5) Now, the script reader will now, Say: “I am now going to read the listening script. You may take notes on blank sheets of paper while I am reading the listening script.”

(6) The script reader will now read the listening script clearly and distinctly following the script’s time markings (or play a recorded script).

(7) After the script has been read, the contest director will now pass out the test to contestants and will Say: “I will now pass out your test booklet. Do not open the test until I instruct you to do so. You will have 10 minutes to take the test. You may use your notes during the test.”

(8) After all students have a copy of their test, Say: “You may now open your test booklet and begin taking your test.”

(9) Allow students 10 minutes to take their test.

(10) When the test period of 10 minutes has ended, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet, test booklet, and any notes you took.”

(11) Following the contest, it is the contest director’s responsibility for destroying all copies of the script.

* The contest official may ad lib as necessary while conducting the contest.
## General Contest Information

### Contest Grade Divisions
- This contest will consist of two divisions (fifth/sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

### Necessary Contest Personnel
- **Contest Director.** The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of the individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- **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.
- **Timekeeper.** An official timekeeper will give only start and stop signals. The contest director may serve as the official timekeeper.
- **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.

### Contest Material Overview
- **Provided by UIL:** Tests and answer sheets, Test script, Answer key
  - These 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.
- **Provided by the Host School:** Blank paper for note taking
- **Provided by the School or student:** Pens, pencils and/or erasers
- **Other:** No other materials or notes may be used in the contest

## Grading/Scoring Rules

### Criteria
- The 25-question test is graded objectively. A perfect score is 75.

### Briefing Graders
- Brief graders on the procedure to be used for grading and explain the scoring process.

### 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.

### 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 equally for the two or more places in which a tie exists.
FAQs about Rules

What types of questions are on the test?
There are 25 total multiple choice, fill-in-the-blank and true/false test questions. A variety of test subject matter will be used for the listening tests including, but not limited to, language arts, fine arts, natural sciences and social studies.

Are points deducted when an answer is misspelled?
No points should be deducted for misspelling if graders determine the answer is correct.

How long does the contest last?
Time should be scheduled to read the script and distribute tests. Then, students will have 10 minutes to answer test questions.

How many sets of materials are available?
The UIL 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.
Have you ever gone to the grocery store and seen the rows and rows of breakfast cereal? Have you ever wondered how it all began? The first breakfast cereal was invented by a man named Will Keith Kellogg.

Will Keith Kellogg was born on April 7, 1860 in Battle Creek Michigan, a city located about 110 miles west of Detroit. He was the seventh of sixteen children. His parents, John Preston Kellogg and Ann Janette Kellogg were members of a religious group known as the Seventh Day Adventists. This is a Protestant Christian denomination that is known for observing its holy day on Saturday instead of Sunday. Members were urged to follow the church's recommended diet which did not allow meat, alcohol, or caffeine. While he was growing up, his family followed the church's teachings. Will had no formal education after grade school because his parents didn't believe it necessary. The early Seventh Day Adventists believed that the world would end in their lifetimes. Will Kellogg was allowed to attend Parson's Business College, however, in Kalamazoo, Michigan after he became an adult. However, most of his shrewd business sense developed on the job. He worked 15 hour days at his family's holistic health center, the Western Health Reform Institute. After his parents disassociated from the church, Kellogg's older brother John, who was a doctor, took over the Institute and renamed it the Battle Creek Sanitarium. John helped build its reputation for being a center for holistic health. Holistic health supporters believe in considering all aspects of a person's health when treating ailments.

As a young businessman, Will Kellogg set out on his own and began selling brooms. However, in 1880, he married Ella Osborn Davis. He wanted to be a responsible husband, so he moved to Battle Creek, Michigan and began helping his brother run the Sanitarium. Ella and Will had five children - four sons and a daughter. Ella tragically died in 1912. During this time, Will's brother John acted as the public face of the Battle Creek Sanitarium, but Will ran the operation from the ground up. He was the bookkeeper and fulfilled mail orders and answered letters. Sometimes he even worked as a handyman and janitor. Some accounts say that John even made Will shine his shoes and act as his personal assistant. Eventually this uneven balance of workload became a problem and tension grew between the brothers. However, all of this experience gave Will a thorough knowledge of how the business ran and became the foundation of his own future business goals.

In the 19th century, most people consumed eggs, meat, toast, or hot cereal for breakfast. Because of their Adventist diet and John's doctoral degree, the brothers began to experiment with a different kind of breakfast for their patients at the sanitarium. They felt that such a heavy breakfast was hard to digest. They began working on a wheat paste that would be more easily digested than the typical heavy breakfast. One day, purely by accident, someone left the paste out for several hours causing it to dry out. Instead of throwing it away, the brothers decided to put the paste through a cereal roller. The result was small flakes of wheat paste. The brothers baked the flakes resulting in the invention of the first dry flake breakfast cereal.

John started a side business called Sanitas Nut Food Company in 1897. The brothers decided to use his business to develop the cereal. Will wanted to keep the new invention a secret, but John wanted more publicity. He made the mistake of showing sanitarium clients the new cereal while giving a tour of the facility. One of those clients was a man named C.W. Post who took their idea and started his own cereal company, Post Cereals. This created even more tension between the brothers. The brothers continued to clash on business issues. Will wanted to begin advertising. John did not. Will wanted to add sugar to the flakes, but John was against it. One thing they did agree on, however, was to change the grain from wheat to corn. Will eventually set out on his own and started his own company, Battle Creek Toasted Corn Flake Company, in 1906.

Eventually, Will changed the name of his company to the Kellogg Company. His ideas about promotion and advertising helped him get the company off to a good start. He advertised in newspapers, women's magazines, and on billboards. He was even the first to offer promotional gifts with his product. His company was the first to give away toys and prizes inside of cereal boxes. As a result of his efforts, the Kellogg Company began to show a profit and quickly became very successful earning millions of dollars each year.

In 1918, Will married Carrie Staines Kellogg. They were married for 30 years. She died in 1948.

Because of his religious upbringing, Will believed that great wealth often lead to moral corruption. He decided to use his millions to spread good in the world. In 1934, he started the W.K. Kellogg Foundation and donated $66 million as its beginning. This foundation promotes global initiatives in health and education. In fact, his company was one of the first to put nutrition labels on food so that consumers could know what they were buying. Will Kellogg is quoted as saying, "I will invest my money in people." During the Great Depression which began in 1929, Kellogg added an additional work shift at his cereal plant. Four shifts, each lasting
six hours, would give more people in Battle Creek the opportunity to work. In 1925, Kellogg established the Fellowship Corporation to help young people. Kellogg's grandson had fallen from a second-story window and was paralyzed. Despite his millions, Kellogg could not find suitable care for his grandson. This caused him to wonder how needy families coped with their medical problems. The Fellowship Foundation was formed to provide aid for young people. Mr. Kellogg also helped out his hometown. He donated nearly $3 million to for building a civic auditorium, a junior high school and a youth recreation center.

For most of the 1930s, the Kellogg Foundation focused its attention on the area around Battle Creek. Its first effort focused on children's health through the Michigan Community Health Project, otherwise known as the MCHP. The MCHP served seven counties in south central Michigan. This project worked to improve the condition of education for kindergarten through grade 12. Many schools in that area were only one room schoolhouses. The Foundation also worked to improve public health and sanitation. Because of the lack of money during this time, many homes, business, and schools still had outhouses for restroom facilities. Kellogg funded the provision of upgraded restrooms in many public places.

Kellogg also funded the opening of the Ann J. Kellogg School named after his mother. This school pioneered the practice of teaching children with disabilities in classrooms along with children who did not have disabilities. This was a groundbreaking idea that had never been tried before. This concept of “mainstreaming” is still practiced today in public schools across the nation. The Ann J. Kellogg School continues to operate today. Kellogg believed that education offers the best opportunity for improving one generation over another. In light of that belief, in the mid-1930s, the foundation began experimenting with outdoor education by building schools and outdoor camps in rural Michigan. In 1940, one of the camps at Clear Lake became the first year-round public-school camp in Michigan. Outdoor education is now an important part of education in Michigan.

Will Kellogg always had a love of horses. In fact, his favorite horse was the Arabian. In 1925, he purchased 377 acres in Pomona, California for $250,000 to establish an Arabian horse ranch. He called his ranch the Kellogg Arabian Ranch. He started his breeding stock with horses descended from the stock of Homer Davenport and W.R. Brown. Homer Davenport had been allowed by Theodore Roosevelt the opportunity to purchase horses from the Ottoman Empire which we know today as Turkey. These horses were high quality Arabian horses and very rare in the United States. W.R. Brown was also an influential Arabian horse breeder, the founder and owner of the Maynesboro Stud, and an authority on Arabian horses. Kellogg then purchased horses from England. His ranch became well known not only for its horse breeding program but also for its weekly horse exhibitions which were open to the public. Hollywood celebrities were known to attend the exhibitions regularly. The actor Rudolph Valentino used the Kellogg stallion “Jadaan” for his 1926 movie Son of the Sheik. From 1928 to 1932, the ranch contained the W.K. Kellogg Airport, the largest privately-owned airport in the country. In 1932, Will Kellogg donated the ranch, which had grown to 750 acres, to the University of California. During World War II, the U.S. War Department took over the ranch and named it the Pomona Quartermaster Depot. In 1948, the ranch became the property of the U.S. Department of Agriculture. In 1949, the land was returned to the W.K. Kellogg Foundation. Later that same year, the land was donated to California Polytechnic State College. It was known as the Kellogg Campus. In 1966, the Kellogg Campus became the California State Polytechnic University in Pomona. Today the sprawling ranch functions as an equine research and breeding facility of the university.

Mr. Kellogg was blinded by advancing glaucoma over the last few years of his life. He is said to have stated that he would give all his wealth “just to see the sun and the green grass again.” In his last years, Kellogg said that his greatest joy came from being driven to the cereal factory and simply sitting in the parking lot, listening to the machinery hum and smelling the toasted grain. Will Keith Kellogg outlived most of his children but died at the age of 91 in Battle Creek, Michigan on October 6, 1951 of heart failure. His only 2 surviving children were Karl Hugh and Elizabeth Ann. He had one living grandson, Norman Williamson Jr.

Will Keith Kellogg was truly an American philanthropist. Our country was forever changed by his generosity and moral values.
“W. K. Kellogg - American Philanthropist”

1. Will Keith Kellogg was born in
   A. Kalamazoo, Michigan
   B. Battle Creek, Michigan
   C. Detroit, Michigan
   D. Pomona, California

2. Why did Will Kellogg increase the working shifts in his plant from 3 to 4 in 1929?
   A. They could not keep up with the demand for product.
   B. The plant was too small to hire more workers for the same shifts.
   C. He wanted to provide more jobs to help the community.
   D. He wanted to run the plant 24 hours per day to create more profit.

3. What was the purpose of the Fellowship Corporation?
   A. To help needy young people
   B. To promote friendship and equality
   C. To bring jobs into the community
   D. To give an equality education for all

4. How many acres did the original Kellogg Arabian Ranch contain? __________

5. Who was Ann J. Kellogg?
   A. Will’s first wife
   B. Will’s second wife
   C. Will’s daughter
   D. Will’s mother

6. Why was Will not allowed to attend Junior High and High School?
   A. He was a poor student and his parents didn’t believe it was worth it.
   B. His church rules and regulations did not allow it.
   C. His family needed his help in the Sanitarium.
   D. His church believed the end of the world was near.

7. Which of these was not a belief of the Seventh Day Adventist church Will Kellogg’s family belonged to?
   A. Church on Saturday
   B. Holistic healing only
   C. No caffeine or alcohol
   D. A diet with no meat

8. What was John Kellogg’s role when running the Sanitarium?
   A. He paid the bills and collected the money.
   B. He cooked the food according to strict regulations.
   C. He was the face of the company and talked to the public.
   D. He worked as a medical consultant.

9. Why did the brothers begin experimenting with different breakfast foods?
   A. They felt the traditional breakfast was too heavy and hard to digest.
   B. They wanted to find a way to beat C.W. Post’s cereal company.
   C. Many of their clients were unable to eat fatty foods like eggs and bacon.
   D. A holistic diet did not contain eggs or meat.

10. When was the Sanitas Nut Food Company founded?
    A. 1887  B. 1890
    C. 1894  D. 1897

11. What was the original name of the Kellogg Company?
    A. Battle Creek Wheat Flakes Company
    B. Battle Creek Toasted Corn Flake Company
    C. Seventh Day Sanitarium Food Company
    D. Institute for Holistic Health and Wellness

12. What was the name of Will Kellogg’s first wife?
    A. Elizabeth Ann
    B. Carrie Staines
    C. Ella Osborne
    D. Nora Williamson

13. What physical ailment caused Will Kellogg the biggest problem throughout his later years of life?
    A. He was unable to walk.
    B. He became deaf.
    C. He began to have dementia.
    D. He became blind.

14. The Kellogg Arabian Ranch was well known for which two things?
    A. Quality bred horses and weekly horse shows
    B. English stallions and Turkish mares
    C. Strong, beautiful horses and monthly stock auctions
    D. Large contributions to the community and donations to local schools

15. How many children did Will Kellogg’s parents have? __________

16. Where did Will Kellogg attend college?
    A. Battle Creek
    B. Kalamazoo
    C. St. Louis
    D. Western Hills

17. Will Kellogg died in 1951 of
    A. Pneumonia
    B. Heart failure
    C. Glaucoma
    D. Cancer

18. The concept of mainstreaming in means
    A. Providing simple meals that give the main vitamins and minerals the body needs for healthy living
    B. Donating enough funds directly to communities to make possible proper hygiene in public schools
    C. Teaching children with or without disabilities in the same classrooms
    D. Breeding horses deliberately in order to develop a stronger species

True/False
19. True
20. False
21. True
22. True
23. False
24. False
25. True

19. As a young businessman, Will Kellogg set out on his own and began selling brooms.
20. Will Kellogg is quoted as saying, “I will invest my money in the business of feeding people.”
21. After Kellogg’s grandson fell from a second-story window and was paralyzed, Kellogg realized that there was a lack of suitable care for young people with medical needs.
22. The Michigan Community Health Project, otherwise known as the MCHP, served seven counties in south central Michigan and worked to improve the condition of education for kindergarten through grade 12.
23. In 1965, one of the outdoor education camps at Clear Lake became the first year-round public-school camp in Michigan.
24. The actor Rudolph Valentino used the Kellogg stallion “Jadaan” for his 1926 movie Black Beauty.
25. In his last years, Kellogg said that his greatest joy came from being driven to the cereal factory and simply sitting in the parking lot, listening to the machinery hum and smelling the toasted grain.
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) 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. Some subject matter will be taken from the designated official source(s). Students will be given an objective test containing approximately 75 objective questions. Contestants may use an atlas during the contest; an atlas will be needed to answer some test questions. Forty-five minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

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

(2) Ties and Points. 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. 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.

(3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(4) 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.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
**Practice & Preparation**

- **Study Materials Booklets**
- **Practice Tests from previous years**
- **Independent Vendors**

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**Contest Administration Script**

The script is not mandatory; however, it does contain contest rules.

(1) Inform contestants and coaches 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) Distribute answer sheets, test booklets, and call roll (if necessary).

(3) The contest director will now, Say: “This is the UIL Maps, Graphs, and Charts test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

(4) After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet, not on your copy of the test. You will have 45 minutes to take your test. You may now open your test booklet and begin taking the test.”

(5) Allow students 45 minutes to take their test.

(6) When the test period of 45 minutes has ended, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your test booklet.”

*The contest official may ad lib as necessary while conducting the contest.*
## General Contest Information

### Contest Grade Divisions
- This contest will consist of two divisions (fifth/sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

### Necessary Contest Personnel
- **Contest Director.** The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- **Timekeeper.** The contest director will serve as the official timekeeper and will give only a start and stop signal.
- **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.

### Contest Material Overview
- **Provided by UIL-** Tests and answer sheets, answer key, contest rosters
  - These 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.
- **Provided by Host School-** Blank paper
- **Provided by the School or student-** Pens, pencils, rulers, erasers, and/or pencil sharpener, magnifying glass, atlases (which may be tabbed)
- **Other-** No other materials or notes may be used in the contest

## Grading/Scoring Rules

### Criteria
- The test is graded objectively.

### Briefing Graders
- Brief graders on the procedure to be used for grading and explain the scoring process. It would be helpful for graders to have a copy of the Nystrom Desk Atlas.

### 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.

### Points
- Points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i).
What types of questions are on the test?

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 UIL. 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.

What atlas will work for this contest?

The *Nystrom Desk Atlas*, copyright 2008 or newer will work. In other words, the newest edition (2018) of the atlas as well as a *Nystrom Desk Atlas* copyright 2008 will work for the contest. The UIL will wait 1-2 years before solely using the newest atlas that was released Spring 2018.

Are tabbed atlases allowed?

Yes. The tabs may also be labelled (within reason).
Maps, Graphs & Charts

Use your atlas to complete the following

Africa Political Relief Map

1. What body of water forms part of the southern border of Uganda?
   a. Indian Ocean
   b. Gulf of Guinea
   c. Lake Victoria
   d. Gulf of Sidra

2. Two centimeters equal how many kilometers on the map?
   a. 730
   b. 1460
   c. 463
   d. 926

3. Which of the following capitals is located north of the equator?
   a. Luanda, Angola
   b. Rabat, Morocco
   c. Cape Town, South Africa
   d. Nairobi, Kenya

4. The Strait of Gibraltar separates Africa from what other continent?
   a. Europe
   b. Asia
   c. Antarctica
   d. Australia and Oceania

5. The Niger River does not flow through which of the following countries?
   a. Mali
   b. Guinea
   c. Nigeria
   d. Algeria

6. Prince Edward Island is a territory of which of the following countries?
   a. South Africa
   b. Somalia
   c. United Kingdom
   d. Spain

7. How far is it from the capital of Tunisia to the capital of Libya?
   a. About 100 miles
   b. About 300 miles
   c. About 400 miles
   d. About 600 miles

8. Which of the following cities has a population over 500,000?
   a. Ibadan, Nigeria
   b. Mbeja, Tanzania
   c. Lubango, Angola
   d. None of the above

9. Which of the following is represented by a lettering style?
   a. Ocean
   b. Continent
   c. Country
   d. All of the above

10. What do the solid black lines that run horizontally across the map represent?
    a. Longitude
    b. Latitude
    c. International Boundaries
    d. Continental Boundaries

11. The Atlas Mountains are located near what coast?
    a. Southeastern
    b. Southwestern
    c. Northeastern
    d. Northwestern

12. The Nile River flows into which sea?
    a. Lake Victoria
    b. Mediterranean Sea
    c. The Red Sea
    d. The Black Sea

13. Which of the following capitals is on the Gulf of Guinea?
    a. Malabo, Equatorial Guinea
    b. Lagos, Nigeria
    c. Douala, Cameroon
    d. All of the above

14. Which of the following are north of the Tropic of Capricorn?
    a. Port Elizabeth, South Africa
    b. The capital of Botswana
    c. The Gulf of Aden
    d. 35 degrees south

15. Which country is the largest by area?
    a. Algeria
    b. Sudan
    c. South Africa
    d. Mali

Answers to sample questions:
1. C
2. C
3. B
4. A
5. D
6. A
7. B
8. C
9. B
10. A
11. D
12. B
13. A
14. C
15. A

The sample questions on this page are taken from the 2019-2020 Fall/Winter district test for students in grades 5-6. An actual exam has 75 questions.

Fall 5/6 2019-2020
Maps, Graphs & Charts

These questions are taken from the 2019-2020 Fall/Winter District Test for grades 7/8.

1. What do the numbers on the x axis represent?
   a. Sales by thousands of dollars  
   b. The quarter  
   c. The year  
   d. None of the above

2. What year had the highest amount of sales?
   a. 2010  
   b. 2011  
   c. 2012  
   d. 2013

3. What does the darkest portion of the columns represent?
   a. 2009  
   b. 2013  
   c. 1st quarter  
   d. 4th quarter

4. What year saw the most sales in the second quarter?
   a. 2010  
   b. 2011  
   c. 2012  
   d. 2013

5. How many quarters had a decrease in sales every year?
   a. 0  
   b. 1  
   c. 2  
   d. 3

6. How many quarters had their highest sales in the 1st year represented on the chart?
   a. 0  
   b. 1  
   c. 2  
   d. 3

7. What was the total amount of sales (in dollars) in 2010?
   a. $145  
   b. $1,450  
   c. $14,500  
   d. $145,000

8. In how many quarters were there more sales in 2009 than 2012?
   a. 0  
   b. 1  
   c. 2  
   d. 3

9. Which quarter of 2013 had the greatest increase from the same quarter of 2012?
   a. 1st  
   b. 2nd  
   c. 3rd  
   d. 4th

10. How many times did sales in the first quarter surpass $2,000?
    a. 0  
    b. 1  
    c. 4  
    d. 5

TRUE/FALSE

11. Total sales have gone up every year.

12. Sales are highest in the third quarter of every year.

13. Every quarter in 2013 saw sales of at least $20,000.

14. Five years are represented on the graph.

15. Third quarter sales accounted for at least half of total sales for every year.
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) THE 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. Thirty minutes will be allotted for the testing period exclusive of time required for instructions.
(b) REPRESENTATION.
(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
(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.
(c) CONTEST ADMINISTRATION.
(1) Personnel. All personnel in this contest may be coaches of participating students.
(2) Ties and Points. 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. Points are awarded as specified in Section 1408 (i).
(3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
(4) Official Results. After 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.
(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Practice & Preparation

- Study Materials Booklets
- Practice Tests from previous years
- Independent Vendors
Contest Grade Divisions
- This contest will consist of one division (sixth- eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- 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.

Contest Material Overview
- Provided by UIL-Tests and answer blanks, answer key
  - These 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.
- Provided by the Host School- Blank paper
- Provided by the School or student- Pens, pencils and/or erasers
- Other- No other materials, including calculators or notes, may be used in the contest

*The contest official may ad lib as necessary while conducting the contest.*
Grading/Scoring Rules

Criteria: The 50-question test is graded objectively. A perfect score is 250.

Briefing Graders: Brief graders on the procedure to be used for grading.

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.

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.

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.

FAQs about Rules

What content does the test cover?
The test will cover the content of current state-adopted middle school/junior high mathematics textbooks.

How long does the contest last?
Thirty minutes will be allowed for the contest. There should be a clock visible to all contestants.

May students use calculators?
No, students may not use calculators during this test.
Mathematics Sample Questions

2019 – 2020 University Interscholastic League JH/MS Mathematics Contest B

(1) Evaluate: $6 \frac{2}{3} \times 10^{-1}$
A) $\frac{2}{3}$  
B) $1 \frac{1}{3}$  
C) $2 \frac{1}{3}$  
D) $1 \frac{1}{2}$  
E) $66 \frac{2}{3}$

(2) $9 \frac{1}{3} \times 9 \frac{2}{3} =$
A) $90 \frac{1}{9}$  
B) $81 \frac{1}{3}$  
C) $81 \frac{2}{9}$  
D) $90 \frac{1}{3}$  
E) $90 \frac{2}{9}$

(3) What is the number of hours in two and two-thirds days?
A) 16  
B) 24  
C) 40  
D) 64  
E) 72

(4) A rectangle with a side of length 12 centimeters (cm) has a diagonal length of 15 cm. What is the perimeter of this rectangle?
A) 14 cm  
B) 21 cm  
C) 42 cm  
D) 72 cm  
E) 108 cm

(5) If a rod is $16 \frac{1}{2}$ feet long, how many rods are in one mile?
A) 640 rods  
B) 575 rods  
C) 500 rods  
D) 320 rods  
E) 160 rods

(6) Wes took all the pennies he had in his piggy bank and started to make piles of pennies. In the first pile he placed one penny; in the second pile he placed two pennies, in the third pile he placed three pennies; and so on until he created 15 piles with the same pattern of penny placement. How much money did Wes have in all?
A) $120.00  
B) $1.20  
C) $10.50  
D) $11.50  
E) $112.50

(7) There are 24 marbles in a bag. Albert reaches in the bag and pulls out one-third of the marbles. Elizabeth then reaches in the bag and pulls out one half of what was left. What percentage of the marbles were pulled out of the bag?
A) 8%  
B) 16%  
C) 24%  
D) 48%  
E) $66 \frac{2}{3}$%

(8) The figure to the right is a rectangle. If the area of $\triangle ABC$ is $250 \text{ cm}^2$ and $AC = 20 \text{ cm}$, what percent of the rectangle area is the shaded region?
A) 25%  
B) $\frac{1}{5}$%  
C) 20%  
D) 40%  
E) $20 \frac{1}{5}$%
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) 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. The UIL will provide a selection of topics each academic year from which the student will pick one. Contestants will deliver a three to six minute speech on their topic without the use of notes. Contestants shall not use costumes or props in the contest. Students going over the maximum or under the minimum 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. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.
(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speaking events.
(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.
(1) Personnel. The contest director may be the coach of a participating student. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
(2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of modern oratory, they shall be divided into sections according to official contest procedures.
(3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).
(4) Verification Period. If a panel of judges is used, a verification period should be provided. Unofficial results shall 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. Evaluation sheets may be viewed by contestants and coaches during the verification period. For rounds with single judges, a 15-minute viewing period is recommended.
(5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.
(6) Returning Materials. No confidential materials are used in this contest. Therefore, evaluation sheets may be returned to contestants at the conclusion of the contest.

Modern Oratory grade level
division= 6-8

At the district meet, students may enter no more than two speaking events.
Practice & Preparation

- Review the Modern Oratory evaluation sheet
- Independent Vendors

Contest Administration Script

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.

Say: “This is the UIL Modern Oratory event. One at a time, I will call you (contestants) into the contest room according to your arranged speaking order. Your speech will need to be between three and six minutes. If you go over or under the time limits, you will be penalized one rank. You may remain in the contest room after your speech.”

*The contest official may ad lib as necessary while conducting the contest.

General Contest Information

Contest Grade Divisions
This contest will consist of one division (sixth- eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. After the contest, provide the meet coordinator with the Contest Roster, a list of first through sixth place contestants and their schools, and the number of contestants participating. The contest director may be the coach of a participating student. The director may appoint an assistant director.
- 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.
- 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.
- Section Chairperson. One adult may be appointed per section to see that the contest progresses without problems.
- Tabulation Room Assistants. Adults may be appointed to work in the tab room to receive ballots from the judges and to determine winners.
- Monitors. One person is needed for each section to see that the contest progresses without problems. Monitors may be coaches of participating students.

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

**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.

**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.**

**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.

**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.

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**FAQs about Rules**

**How many speaking events may a student enter at the district meet?**
A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

**How do students prepare for the contest?**
Students 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.

* 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.
FAQs about Rules (cont.)

How is the speech delivered?
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 con points, statement of the position, defense of that position and a

How are sections created?
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.

Are audiences permitted during the contest?
Audiences are permitted. Audiences should be instructed to remain seated and quiet during
all presentations. Audience courtesy should be extended at all times.

May a student be coached during the event?
No speaker may be coached or prompted in any manner during the presentation.

TOPICS FOR 2020-2021
* Do solar and/or wind power offer responsible solutions to our energy future?

* Will the increased involvement of private industry change the goals of space exploration?

* Should the federal government do more to address pandemics around the world?

* Is the United addressing racism successfully?

* Should the government do more to regulate social media companies?

SAMPLE TOPICS
From 2019-2020
* Should government do more to provide healthy food for its citizens?
* Are additional government regulations necessary for a sustainable planet?
* Is the Electoral College an effective process for selecting the president of the United States?
* Should vaccinations be mandatory for school aged children?
* Are Texas teachers fairly compensated for their work?

From 2018-2019
* Should e-cigarettes be regulated like other tobacco products?
* Are for-profit colleges a worthwhile option for prospective students?
* Do protests provide an effective vehicle for social change?
* Are online companies responding adequately to user privacy concerns?
* Should the Texas Legislature convene more frequently than its current biennial schedule?
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

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<th>SPEAKER NUMBER</th>
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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.

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

THIS FORM SHOULD BE AVAILABLE FOR REVIEW BY ALL COACHES ANDcontestants DURING BALLOT VERIFICATION.
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 lists are comprised of 10 pieces for 2nd grades, 16 for 3/4 and 5/6 graders, and 20 for 7/8 graders. 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.

Section 1446: MUSIC MEMORY

(a) THE CONTEST.

(1) Summary. The focus of this contest is an in-depth study of fine pieces of music taken from a wide spectrum of 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. The UIL 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.

(2) Contest Format. Students in grade 2 will listen to and identify short excerpts of 10 musical selections. Additional optional components may be available for district consideration. There is no tiebreaker section for the grade 2 contest. Students in grades 3 and 4 will complete a matching section and will listen to and identify short excerpts of up to 20 musical selections. Students in grades 5, 6, 7 and 8 will listen to and identify short excerpts of up to 20 musical selections. Specific test formats for grades 5, 6, 7 and 8 may differ by grade level and may include tiebreaker sections or optional components for district consideration. The current A+ Handbook includes complete rules and instructions.

(c) CONTEST ADMINISTRATION.

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

(2) Ties and Points. Ties shall be broken, when applicable, by applying the tiebreaker rules for that grade level. If a tie remains after the tiebreaker has been scored, 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. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.

(3) 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.

(4) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(5) 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.

(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

IMPORTANT NOTE: See the UIL web site for this year’s Official List, information on study materials and additional scoring guidelines.
There are no separate titles for grades 3/4 and 5/6.

Contest Administration Script

Before the event begins, make sure to check the sound equipment in the contest room to ensure it works properly and that contestants will be able to hear the selections.

(1) Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.

(2) Distribute answer sheets and call roll (if necessary).

(3) Say: “This is the UIL Music Memory test. Write your contestant number in the upper right corner of the answer sheet, and circle your correct grade level (students in 2nd grade will not need to circle their grade level).”

(a) For Second Graders:
After all students have written their contestant number, Say: “You are now going to complete Step One of the test. I will give you around 10 minutes for this step. Using the composer name bank, write the composer name next to the correct selection title using each composer once.”

Allow students around 10 minutes for this part of the test.

Next, Say: “I am now going to play the music for Step Two. Listen to the music excerpt and put the correct number next to the selection name.

(b) For Third/Fourth Graders:
After all students have written their contestant number and circled their grade level, Say: “You are now going to complete Step One of the test. I will give you around 10 minutes for this step. Write the letter of the selection and major work in the blank next to the correct composer’s name, using each letter once.”

Allow students around 10 minutes for this part of the test.

Next, Say: “I am now going to play the music for Step Two. Listen to the music excerpt and put the correct number next to the selection name. For the tiebreaker, write the major work (where needed) and selection name. I will pause each music track for around one minute to give you enough time to write your response.”

(c) For Fifth/Sixth Graders:
After all students have written their contestant number and circled their grade level, Say: “I am now going to play the music. Listen to the music excerpt and write the title of the selection, major work (where needed) and the composer in the blanks provided. I will pause each music track for around one minute to give you enough time to write your response.”

The script is not mandatory; however, it does contain contest rules.
Visit the A+ section of the UIL website to download the current year's Official Music Memory List (names of the pieces with links to purchase music), including pilot grade levels, and to find information about study materials.

Copyright Notice: The UIL does not own rights to music selections; therefore, selections are not available for download or purchase through UIL. The UIL website provides information on how to acquire the music selections. Remember that recordings of the musical selections are copyrighted and ensure that your uses of the recordings do not violate copyright restrictions. Refer to your source’s usage guidelines.
Judging/Scoring Rules

**Briefing Judges:** Brief graders on the procedure to be used for grading and explain the scoring process. A copy of the Official Music Memory List is printed on the back of each answer key.

**Criteria:** The test is graded objectively. Two points are awarded for each correct answer; one point if the answer is correct but misspelled.

**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 2nd-grade matching portion of the contest, award two points for the correct composer, or one point if the composer is correct but misspelled. In the 2nd-grade listening portion of the contest, award two points for correct recognition of selection title.

(B) 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.

(C) 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.

(D) In the 7th/8th multiple-choice part of the contest, award two points for each correct answer. (If the district has opted to count the multiple-choice section as a tiebreaker only, it is only necessary to grade that section for entries involved in a tie.) In the listening portion of the contest, award two points for the correct major work, if required, or one point if the major work is correct but misspelled. Award two points for the correct selection title, or one point if the selection title is correct but misspelled. Award two points for the correct composer or one point if the composer's name is correct but misspelled.

**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.

**Points:** Individual points are awarded through sixth place. Team points are awarded through third place. See 1408 (i).

### FAQs about Rules

**How long does the contest last?**
For 2nd grade students, allow up to 10 minutes for contestants to complete the matching portion. Allow approximately 20-25 seconds of listening time for each of the 10 music segments and adequate time between each selection for writing. The entire contest should take no more than 30 minutes to complete.

For 3rd and 4th grade students, allow sufficient time to answer the matching portion of the test and to write down the name of the major work, if it is required, the selection title for the tie breaker. Give students at least one minute between each selection for writing. In the matching portion of this test, 10 minutes is usually about right, but if students get finished before, you may cut that time limit short.

For 5th and 6th grade students, allow sufficient time to write down the name of the major work, if it is required, selection title, and the name of the composer. Give students at least one minute between each selection for writing.

For 7th and 8th grade students, allow 10 minutes to complete the 20-question multiple-choice section. For the listening portion, give students at least one minute between each selection for writing. The entire contest should take no more than one hour to complete.

**May a musical selection be replayed?**
The only time a music selection would be replayed is because of a technical glitch, distraction (such as a bell going off) or other external noise.
**2nd Grade Test Sample**  
(using last year’s selections)

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**UIL A+ Music Memory 2019-2020**  
2nd Grade Fall/Winter District Test

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<thead>
<tr>
<th>Contestant Number</th>
<th>Score</th>
</tr>
</thead>
</table>

**Directions:**
Step One: Write the composer name from the Word Bank in the blank after each Selection title. Use each composer once.
Step Two: Listen to each music selection and place the correct number in the blank before the Selection title.

<table>
<thead>
<tr>
<th>Listening Number</th>
<th>Selection Title (Major Works in bold)</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>II Trovatore:</strong> Anvil Chorus</td>
<td></td>
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<tr>
<td></td>
<td><strong>Gianni Schicchi:</strong> O mio babbino caro</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Album for the Young:</strong> The Wild Horseman</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Symphony No. 3, “Eroica”:</strong> Movement 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Peer Gynt Suite No. 1:</strong> In the Hall of the Mountain King</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Marriage of Figaro:</strong> Overture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberty Fanfare</td>
<td></td>
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<td></td>
<td><strong>Lincolnshire Posy:</strong> Horkstow Grange</td>
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</tr>
<tr>
<td></td>
<td><strong>The Four Seasons:</strong> Spring, Movement 1</td>
<td></td>
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<tr>
<td></td>
<td><strong>Cantata No. 208:</strong> Sheep May Safely Graze</td>
<td></td>
</tr>
</tbody>
</table>

**Composer Word Bank**

<table>
<thead>
<tr>
<th>Bach</th>
<th>Beethoven</th>
<th>Grainger</th>
<th>Grieg</th>
<th>Mozart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puccini</td>
<td>Schumann</td>
<td>Verdi</td>
<td>Vivaldi</td>
<td>Williams</td>
</tr>
</tbody>
</table>
# 3rd/4th Grade Test Sample

(using last year's selections)

**UIL A+ Music Memory 2019-2020**

**3rd and 4th Grade Fall/Winter 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 to the left of the Major Work and Selection.

<table>
<thead>
<tr>
<th>Major Work</th>
<th>Selection</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Giannil Schicchi</td>
<td>O mio babbino caro</td>
<td>T. Giordani</td>
</tr>
<tr>
<td>B) Romeo and Juliet</td>
<td>Dance of the Knights</td>
<td>Schubert</td>
</tr>
<tr>
<td>C)</td>
<td>Caro mio ben</td>
<td>Williams</td>
</tr>
<tr>
<td>D) Trout Quintet</td>
<td>Movement 4</td>
<td>Beethoven</td>
</tr>
<tr>
<td>E) Cantata No. 208</td>
<td>Sheep May Safely Graze</td>
<td>Prokofiev</td>
</tr>
<tr>
<td>F) Lincolnshire Posy</td>
<td>Horkatow Grange</td>
<td>Rachmaninoff</td>
</tr>
<tr>
<td>G) Album for the Young</td>
<td>The Wild Horseman</td>
<td>Bach</td>
</tr>
<tr>
<td>H) Candide</td>
<td>Overture</td>
<td>Vivaldi</td>
</tr>
<tr>
<td>I)</td>
<td>Vocalise</td>
<td>Grainger</td>
</tr>
<tr>
<td>J) Symphony No. 3, &quot;Eroica&quot;</td>
<td>Movement 3</td>
<td>Bernstein</td>
</tr>
<tr>
<td>K) The Marriage of Figaro</td>
<td>Overture</td>
<td>Schumann</td>
</tr>
<tr>
<td>L) The Four Seasons</td>
<td>Spring Movement 1</td>
<td>Grieg</td>
</tr>
<tr>
<td>M) Il Trovatore</td>
<td>Amwil Chorus</td>
<td>Mozart</td>
</tr>
<tr>
<td>N)</td>
<td>Liberty Fanfare</td>
<td>Puccini</td>
</tr>
<tr>
<td>O) Peer Gynt Suite No. 1</td>
<td>In the Hall of the Mountain King</td>
<td>Mendelssohn, Fanny</td>
</tr>
<tr>
<td>P)</td>
<td>Allegro molto in C minor</td>
<td>Verdi</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Major Work</th>
<th>Selection</th>
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<tbody>
<tr>
<td>Q)</td>
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<td>R)</td>
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<td>S)</td>
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</tbody>
</table>
## 5th/6th Grade Test Format

**UIL**

### 5th and 6th Grade Music Memory Answer Sheet

<table>
<thead>
<tr>
<th>Contestant Number</th>
<th>Composer</th>
<th>Major Work (if needed)</th>
<th>Score</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>15.</td>
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<td>16.</td>
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</tbody>
</table>

### Tie Breakers

<table>
<thead>
<tr>
<th>Contestant Number</th>
<th>Composer</th>
<th>Major Work</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
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<td>18.</td>
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<td>19.</td>
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<td>20.</td>
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</tbody>
</table>

## 7th/8th Grade Test Format

**UIL**

### A+ Music Memory Answer Sheet - 7th & 8th Grade

(may also include 6th grade)

<table>
<thead>
<tr>
<th>Contestant Number</th>
<th>Composer</th>
<th>Major Work</th>
<th>Selection</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>19.</td>
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<tr>
<td>20.</td>
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</tbody>
</table>

7/8 Test also includes 20 multiple choice questions based on [study guide found here.](#)
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 1450: NUMBER SENSE

(a) 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 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. Requirements for numeric forms shall be as specified in official contest procedures. Exactly 10 minutes shall be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

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

(2) Ties and Points. 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. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.

(3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(4) 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.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
Practice and Preparation

- Study Materials Booklets
- Developing Middle School Number Sense Skills
- Practice Tests from previous years
- Independent Vendors

Contest Administration Script

(1) Before the contest begins, the contest director shall number the folded sheets and keep notes of the name and school of each contestant. Next, inform contestants and coaches 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) Say: “This is the UIL Number Sense test. I am now going to place your folded test sheet in front of you. Write your contestant number in the upper left hand corner. Do not handle or unfold the test sheet until I tell you to do so. While you are taking your test, write your answers in the blank immediately following the problem without attempting to solve the problem on paper, in accordance with instructions on your test sheet. This is a test in mental mathematics, and only the results of calculations arrived at without the use of pencil and paper will be accepted. If you do not follow that contest rule, you will be disqualified. You will have 10 minutes to take this test. You may now unfold your test and begin.”

(3) The contest director shall give contestants start and stop signals to begin and end the 10-minute testing period. No other time signals shall be given. Allow students 10 minutes to take the test.

(4) When the test period of 10 minutes has ended Say: “Sit back and put your writing utensil down. Be ready to deliver your test to the person collecting the test.”

* The contest official may ad lib as necessary while conducting the contest.

General Contest Information

Contest Grade Divisions
- This contest will consist of two divisions (fourth-sixth, seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant’s score, a list of individual and team winners, and the number of contestants participating. The contest director may be the coach of a participating student. The director may appoint an assistant director.
- 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.

Contest Material Overview
- Provided by UIL- Printed tests, answer key, contest rosters
  - These 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.
- Provided by the School or Student- Pencils or pens
- Other- No other materials or notes may be used in the contest.
Grading/Scoring Rules

**Briefing Graders:** Brief graders on procedure to be used for grading and explain the scoring process.

**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. An erasure or markout would cause that problem to be incorrect.

(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, \(\frac{3}{2}, \frac{1}{2},\) 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.

(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.

FAQs about Rules

**What types of questions are on the 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.

**How long does the contest last?**
Ten minutes are allowed for the contest.

**Are commas permissible in answers?**
Commas are not required in the answer, however if the student writes the answer using commas, they must be in the correct place or they will be considered as extraneous marks and will be counted incorrect.

**Are timing devices allowed?**
Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the Internet, electronic tables, music players, headphones, etc. may not be used in the testing room.
# 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 with regrouping
9. Differences of whole numbers with regrouping
10. Roman numerals/Arabic numbers conversion

**Problems 21 - 40**
1. Addition/subtraction of fractions with common denominators
2. Addition, subtraction, multiplication, & division of decimal fractions
3. Comparing decimal & 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, measurements, time

**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 conversions

**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. More powers and roots 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 of multiple terms of a finite series

**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
14. Multiplication of 101, 111

**Problems 41 - 60**
1. Sets
2. Word problems
3. Pythagorean theorem
4. Sequences
5. Volume/surface area of rectangular solid/cube
6. Base systems: conversions and basic operations
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. Factorial
7. Coordinate geometry
8. Probability/odds
9. More percent type problems: Advanced
10. More remainder type problems
11. More multiplication short-cuts

---

* 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.
Sample Number Sense Test

University Interscholastic League
2019–2020 Elementary Number Sense Test B

Contestant’s Number _______________

Read Directions Carefully
Before Beginning Test

Final
2nd
1st

Do Not Unfold This Sheet
Until Told to Begin

Score
Initials

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 an (*) 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) 43
(2) 21
(3) 202
(4) 636
(5) 228
(6) 22
(7) 66
(8) 280
(9) 2
*(10) 47975–53025
(11) 288
(12) 154
(13) 18800
(14) 74
(15) 12
(16) 1640.05
(17) 8383
(18) 1
(19) 1825
*(20) 5757–6363
(21) 12.12 × 50 =
(22) \( \frac{9}{24} + \frac{11}{24} = \) _________ (common fraction)
(23) \( 1 \frac{1}{2} \) yards = ___________ inches
(24) \( 24 \times 8 \times 4 = \) ___________
(25) \( \frac{7}{50} = \) _________ decimal
(26) Which is smaller, \( \frac{11}{15} \) or \( \frac{7}{9} \)?
(27) 65 percent = _________ (common fraction)
(28) 175 \times 4 =
(29) The smallest prime greater than 90 is_________
*(30) 167 × 1209 + 499 = _________
(31) \( \frac{4}{3} \) \% = _________ (common fraction)
(32) The number of unique prime factors of 100 is ______
(33) \( \frac{17}{24} - \frac{5}{24} = \) _________ (common fraction)
(34) \( \frac{3}{10} - \frac{15}{100} = \) _________ (common fraction)
(35) Twelve is to seven as twenty-four is to n. n = ______
(36) If 8 ☐ cost 72¢, then 24 ☐ cost __________¢
(37) The least common multiple of 40 and 24 is ______
Sample Number Sense Test

University Interscholastic League
2019 – 2020 Junior High Number Sense Test B

Contestant’s Number

Final 2nd 1st

Read Directions Carefully Do Not Unfold This Sheet Before Beginning Test 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) 22 + 219 =
(2) 2020 ÷ 4 =
(3) 202 × 25 =
(4) \(\frac{23}{24} - \frac{17}{24}\) =
(5) 219 × 4 – 219 =
(6) 78 × 11 =
(7) 17 + 19 + 21 + 23 =
(8) 4.75 – 1.25 – 2.50 =
(9) 1.2 + 0.04 =
*(10) 29090 ÷ 8.33 =
(11) 75 × 24 =
(12) MMXIX =
*(13) If 15 is the mean of 12, 6 and n, n =
(14) 8 + 12 × 15 =
(15) \(\frac{8}{9} + \frac{2}{9}\) =
(16) 1500 × 1.5 =
(17) 43 × 63 =
(18) Which is smaller, \(\frac{9}{8}\) or \(\frac{10}{9}\)?
(19) 24 × 12 + 12 × 24 =
*(20) 629 × 556 + 76 =
(21) 22 × 41 =
(22) 60 pints =
(23) \((-2.75) + 0.25 =
(24) 3600 minutes =
(25) -1 + (-3) + (-5) + \ldots + (-11) =
(26) 27 cubic feet =
(27) If 18 × n = 72, n =
(28) The cube root of -216 =
(29) 12% of 6000 =
*(30) \(6^2 \times 7^3 + 12 =
(31) If 12 \(\triangleleft\) cost $1.44, then 30 \(\triangleleft\) cost $
(32) The GCF of 28 and 42 is
de
(33) The perimeter of a hexagon with side \(6\frac{2}{3}\) is
d
(34) If 24 is to n as 12 is to 8, then n =
(35) 44 + 4n = 32. What is n?
(36) If g(x) = 16 – 8x, then g(-3) =
de
(37) What is the number of integers that divide evenly into 18?
de
(38) If the circumference of a circle is halved, then the area of the old circle is multiplied by
de
(39) If \(\frac{3}{4} \times \frac{1}{x} = \frac{1}{2}, x =

Answer Key

(1) 241
(2) 505
(3) 5050
(4) 1/4
(5) 657
(6) 858
(7) 80
(8) 1
(9) 30
*(10) 2131 – 3666
(11) 1800
(12) 2019
(13) 27
(14) 188
(15) 4/3; 1 1/3
(16) 2250
(17) 2709
(18) 10/9; 1 1/9
(19) 576
*(20) 332310 – 367290
(21) 902
(22) 30
(23) -11
(24) 60
(25) -36
(26) 1
(27) 4
(28) -6
(29) 720
*(30) 70395 – 77805
(31) 3.60
(32) 14
(33) 40
(34) 16
(35) 3
(36) 40
(37) 12
(38) 1/4; .25
(39) -4

These sample test questions are from the 2019-2020 Fall/Winter 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.
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) 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 Forms are not required for junior high schools and will not be available from the UIL 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).

(b) 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.

(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. The Constitution and Contest Rules (C&CR) states that “schools will produce a play in strict accordance to the rules and regulations in the current One-Act Play Handbook and C&CR.” However, there are some exceptions listed specifically in the C&CR Section 1454.

2. How do we enroll?
   Online enrollment is 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. Deadline for submitting the Junior High Contest Entry Form is no later than ten calendar days prior to your first contest. Check with your contest manager. All materials and forms for Play Directors and Contest Managers may be found on the Junior High One Act Play page of the UIL Theatre website.

3. Do we have to submit online title registration?
   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)(3)(A) of the C&CR. Deadline for requesting permission to produce plays not on the approved list and scenic elements that are not permissible under content rules is 45 calendar days prior to your first 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. Acting awards include 2 best performers, All-star Cast and Honorable Mention. Tech or Crew awards may be given at the discretion of the Contest Manager.

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 UIL 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.

The UIL requires all OAP directors sign the Professional Acknowledgment Form at the beginning of their tenure in that position. Your principal or superintendent is responsible for keeping it on file.

The Handbook for One-Act Play is available as a free download on the Theatre section of the UIL website.
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) 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 classroom literary and language arts activities in poetry, short stories and children’s fiction.

(2) Contest Format. Requirements for acceptable selections shall be as specified in official contest procedures. The maximum time for each presentation is six minutes. There is no minimum time limit. Students who exceed the allotted six 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. Contestants may not use costumes or props in the contest. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest at the district meet. Eligible ninth grade students may also enter oral reading. At the district meet, students in grades four through eight may enter no more than two speech events. Ninth grade students are limited by the requirements in Section 1000 (b).

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

(1) Personnel. The contest director may be the coach of a participating student. A timekeeper should be provided for each section. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

(2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of oral reading, they shall be divided into sections according to official contest procedures. Winners from the preliminary rounds will compete in a final round.

(3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).

(4) Verification Period. If a panel of judges is used, a verification period shall 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 decisions of the judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.

(5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.

(6) Returning Materials. No confidential materials are used in this contest. Therefore, evaluation sheets may be returned to contestants at the conclusion of the contest.
Contest Administration Script

The script is not mandatory; however, it does contain contest rules.

*The contest official may ad lib as necessary while conducting the contest.

General Contest Information

Contest Grade Divisions
- This contest will consist of two divisions (fourth-sixth and seventh-ninth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
- **Contest Director.** The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with a list of winners and their schools and the number of contestants. The director may appoint an assistant director.
- **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.
- **Judges.** 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.
- **Section Chairperson (not mandatory).** Each section may have a section chairperson to ensure that the contest progresses without problems.

Contest Material Overview
- **Provided by UIL,** Evaluation sheets, Judges’ Ballots, Contest Director’s Ranking Sheet for a panel of judges
  - These 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.
- **Provided by the Student,** Literature to be performed in appropriate notebook
- **Other,** No other materials or notes may be used in the contest.
Judging/Scoring Rules

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.

Briefing Judges
• Prior to the contest, judges should become familiar with the oral reading evaluation sheet and the standards for style and delivery.

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.

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.

Ranking the Contestants
• If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See 1003 (b).

FAQs about Rules

What do students read for the contest?
The UIL does not prescribe a list of poetry or prose selections for oral reading. 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.
• 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.
• 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.
  
  2020-21 – prose
  2021-22 – poetry
  2022-23 – 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 or nonfiction. The maximum time for each presentation is six minutes. There is no minimum time limit.
FAQs about Rules (cont.)

How many speaking events may a student enter at the district meet?
A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

May a student be coached during the event?
No speaker may be coached or prompted in any manner during the delivery of the selection.

Do students read their selection?
Yes. Students 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. The manuscript must be in printed form; electronic devices are not allowed in Oral Reading.

Are introductions and transitions required?
Introductions and transitions are not required but are permitted (and may be helpful to the judges). The introduction and transitions shall be delivered within the six minute time limit. The main emphasis should be on the individual selection or selections of prose or poetry.

Are costumes and props permitted?
No. Contestants may not use costumes or props in this contest.

May students act out their selection?
Responsive use of the body (i.e. spontaneous changes in posture, gesture 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.

How many contest rooms are necessary?
Ask the contest director how many divisions there will be in the contest. Include one room for each preliminary section.

May districts create sections larger than eight students?
No. The largest section is eight students.
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!

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 Nonesense
- 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, Revolting 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; Snap 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

Prose

- 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*
- Spry, 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*
- 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](http://www.uil.org).**
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

<table>
<thead>
<tr>
<th>SPEAKER NUMBER</th>
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<th>JUDGE RANK</th>
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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

<table>
<thead>
<tr>
<th>SECTION</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>FINALS</th>
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### 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.

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<tr>
<th>Speaker Number</th>
<th>Judge 1</th>
<th>Judge 2</th>
<th>Judge 3</th>
<th>Totals</th>
<th>Preference*</th>
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* Judges’ preference and decimal values are used only to break ties.

This form should be available for review by all coaches and contestants during ballot verification.
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) THE 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. Two hours are allowed for writing the composition. The District Executive Committee may shorten the length of the contest period to conform to the needs of the grade level.

### (b) REPRESENTATION.

1. **Contestants.** Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

2. **Divisions.** Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

### (c) CONTEST ADMINISTRATION.

1. **Personnel.**
   - (A) Contest Director. The contest director may be the coach of a participating student. A single or an odd number of judges should be selected. Judge(s) shall not be coaches of participating students.

2. **Options for Writing.** Contestants may hand-write their essays or 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. Spell check and thesaurus functions may be used. 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. Contests may use electronic or printed dictionaries and thesauruses.

3. **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, and verify identification.

4. **Ties and Points.** There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).

5. **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.

6. **Returning Materials.** No materials from district contests may be returned to contestants prior to official release dates.
Contest Administration Script

Before the contest begins, coaches may assist with putting contestant numbers on students’ blank paper if necessary. Inform contestants and coaches of the time and place of the viewing period, if one is scheduled. A verification period is strongly encouraged not to exceed 15 minutes to review evaluations and compositions and verify identification (not to question judge decisions). Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

(1) Call roll (if necessary).

(2) Say: “This is the UIL Ready Writing event. Write or type your contestant number in the upper right hand corner of your blank writing paper.”

(3) After all students have written their contestant number, Say: “Contestants may use ruled or plain white paper, standard notebook or typing paper to hand-write their essays. The essay 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.”

(4) Then, Say “Now, I am going to pass out the Ready Writing topic sheet. Do not turn it over until I tell you to do so.”

(5) After all students have received a prompt sheet, Say: “Now, you may turn over your topic sheet. I will read the two prompts aloud.”

(6) Read the two prompts aloud.

(7) Then, Say “Select only one topic for your paper. Write the topic you have chosen about two inches below the top of your first page, and begin the body of your composition below the topic. Do not include your name or name of your school on your paper. Papers will be identified by numbers assigned by the contest director. You may use the instruction and prompt page for notes or ideas. You will have _____ (up to 2 hours is allowed) to write the paper. I will let you know when only 15 minutes remain. You may now begin writing.”

(8) When 15 minutes remain, Say: “You now have 15 minutes to finish your story.”

(9) After the writing period is over, Say: “It is now time to stop writing. Please put your writing utensil down, press “print” if you typed your paper, and I will collect your contest material.”
General Contest Information

Contest Grade 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.

Necessary Contest Personnel
• Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with a list of winners and their schools and the number of contestants. The director may appoint an assistant director.
• Judges. 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. The contest director may recruit as many judges as necessary.

Contest Material Overview
• Provided by UIL- Prompts and evaluation sheets, Judges’ ballots, Instructions for the Judges, Contest rosters
  • These 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.
• Provided by the Student or School-Blank paper (ruled or plain white)
• Other- Contestants may use a standard thesaurus and dictionary during the contest

FAQs about Rules

How many sets of material are available?
The UIL will make available one set of prompts for invitational meets, one for fall/winter district meets and one for spring district meets. One set of prompts will be provided for grades 3 and 4; another set of prompts for 5 and 6, and a third set of prompts for grades 7 and 8.

How much time does the contest require?
Two hours are allowed for writing the composition. The district executive committee may shorten the length of the contest period to conform to the needs of the grade level.
These sample topics were taken from 2019-2020 tests.

**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.

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

**Ranking Stories:** Judges should read the compositions and without marking 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.

**Preparing Critiques:** Judges should prepare comments for each entry on the Ready Writing Individual Evaluation Sheets.

**Points:** Points are awarded through sixth place. See Section 1408 (i).

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**Ready Writing Sample Topics**

**INSTRUCTIONS**
Choose one of the following topics. Write the topic you have chosen at the top of your paper. You should also include an original, creative title for your paper. Remember you should not use your real name or that of your school in the composition.

**THIRD AND FOURTH GRADES**

**Topic: Your Superpower**  “With great power comes great responsibility.” This quote was made popular in the Spiderman comics. In an essay, choose a superpower and write about how you would use your superpower for good.

**Topic: The Lost Treasure**  Write a story about finding lost treasure. Be creative about your story and make sure to include interesting details.

**FIFTH AND SIXTH GRADES**

**Topic: Failure**  The 26th President, Theodore Roosevelt, said, “It is hard to fail, but it is worse never to have tried to succeed.” What do you think this quote means? In an essay, describe how you interpret this quote and use your own life experiences as examples.

**Topic: The Future**  Imagine you somehow woke up one hundred years in the future. Write a story describing what the world looks like and describe what you would do with your life in the future.

**SEVENTH AND EIGHTH GRADES**

**Topic: Following the Crowd**  “Follow the crowd and you will never be followed by a crowd.” What does this quote mean? Write an essay on how you interpret this quote using examples from your own life.

**Topic: Everyday Hero**  There are everyday heroes all around us. Write a letter to a past or present personal hero that describes why you look up to him or her and how you chose to emulate that person’s behavior in your own life. Remember not to include your actual name or the name of your school.
**UIL A+ Ready Writing Evaluation Sheet: Elementary, Middle School, and Junior High**

Evaluation criteria are listed in the order of importance. Write the number that indicates the quality in each of the sub-areas and tally the points.

(50%) ________/100

**INTEREST:** Writing exhibits originality of thought, analytical acuteness and overall coherence of exposition.

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<td>Perceptive ideas</td>
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(35%) ________/70

**ORGANIZATION:** Each paragraph develops one idea and contributes to an understanding of main idea or thesis.

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<tr>
<td>Clear thesis</td>
<td>____/3</td>
<td>___/7</td>
<td>____/11</td>
<td>____/14</td>
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<td>Well-developed paragraphs, focused on one idea</td>
<td>____/3</td>
<td>___/7</td>
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<td>Transition</td>
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<td>Thesis support</td>
<td>____/3</td>
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<tr>
<td>Composition clarity (as a whole)</td>
<td>____/3</td>
<td>___/7</td>
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(15%) ________/30

**CORRECTNESS OF STYLE:** Writing avoids errors in sentence structure, punctuation, grammar, word usage and spelling that hinder clear communication.

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**TOTAL SCORE:** ________/200

**CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:**

Please read “Instructions for the Judges” for Ready Writing Writing before evaluating contestants’ papers. 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.

**AREAS NEEDING IMPROVEMENT:**

***Judge’s signature***
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 UIL. Judges should also read the Ready Writing topic sheets the contestants were given.

Criteria
The essays are to be evaluated as to relative excellence in interest (50%), organization (35%), and correctness of style (15%). 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 interest than to organization, and to organization more than to correctness of style.

(A) Interest depends primarily on perceptive ideas. It depends next upon originality and including specific examples, which individualize the story as an outgrowth of the writer’s voice. The effectiveness of the title is also considered.

(B) A well-organized story will present a clear thesis with well-developed paragraphs focused on the thesis. The use of transitions will also be examined as well as the effectiveness of support for the thesis. As a whole, the composition should be considered for clarity.

(C) Grammatical correctness of style includes an examination of punctuation, sentence structure, grammar, word usage, and spelling.

Completing Evaluation Sheets
Before the results are announced, the judges shall prepare a written evaluation of each essay stating its good points and areas that could be improved. Comments need not be long, but they should be specific rather than general.

There are points assigned to each of the subcategories within the three main criteria, which will all add up to 200. An essay that scores the highest might not necessarily mean it will be 1st place. Rather, the tool can help inform a judge of the essay strengths, and then a discussion with other judges, and/or with a reevaluation of the essay, the determination of actual places can be made.

It can be confusing for a student to score higher than others and then not be the top rank, so you might consider aligning the scores to the ranks when possible to avoid that confusion.

Rating the compositions
Judges should read the essays submitted and without marking on the essays, rank the essays in order of excellence: 1, 2, 3, 4, etc. Comments should be made on the evaluation sheets provided. The judges shall discuss the essays contending for a place, being permitted to alter their rankings as a result of the discussion. Judges are to reach a consensus on the rankings. There can be no ties in this contest.
INSTRUCTIONS
Each judge should use a copy of this form to rank each contestant’s entry. Refer to the Constitution and Contest Rules or Evaluation Sheet for the criteria used to evaluate each contest.

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* PLACE WINNER indicates the final ranking (first through sixth place) of the contestants if several judges evaluate the papers.

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.

Section 1466: SCIENCE I and II

(a) 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 that will be taken primarily from current state-adopted science textbooks and the curriculum. Forty-five minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter each division of this contest only one time.

(2) Divisions. Districts shall offer either a separate division for each participating grade level.

(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.

(c) CONTEST ADMINISTRATION.

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

(2) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(3) Ties and Points. 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 not third, etc. Points are awarded as specified in Section 1408 (i).

(4) 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.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
Contest Administration Script

(1) Inform contestants and coaches 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) Distribute answer sheets, test booklets, and call roll (if necessary).

(3) Then, Say: “This is the UIL Science test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

(4) After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet. You may use blank scratch paper during this test. You will have 45 minutes to take the test, and I will give you a 15 minute warning before time is up. You may now open your test booklet and begin taking your test.”

(5) After 30 minutes, Say “You now have fifteen minutes to finish your test.”

(6) After 15 minutes, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet, test booklet, and scratch paper.”

*The contest official may ad lib as necessary while conducting the contest.*
General Contest Information

Contest Grade Divisions
• This contest will consist of two divisions (seventh, eighth).

Necessary Contest Personnel
• Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with each contestant's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
• 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.

Contest Material Overview
• Provided by UIL - Printed tests and answer blanks, Answer keys
  • These 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.
• Provided by the Host School - Blank paper, Pens, Pencils, and/or Erasers
• Other - No other materials or notes may be used in the contest

Sets of Material Available
• For both Science I and Science II, one invitational test, one fall/winter district test and one spring district test will be available.

Grading/Scoring Rules

Criteria
• The 35-question test is graded objectively.

Briefing Graders
• Brief graders on the procedure to be used for grading and explain scoring process.

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.

Points
• Individual points are awarded through sixth place. Team points are awarded through third place. Tied contestants or teams split the total points equally for the two or more places in which a tie exists.

FAQs about Rules

Can sixth grade students participate?
This contest will consist of two divisions: Science I for seventh grade; Science II for eighth grade; however, with permission of the district executive committee, sixth grade students may participate in the Science I contest. Keep in mind that students shall not compete more than one year in each division.
Science I

1. What is the energy source that heterotrophs use to produce ATP via respiration which originated in autotrophs via photosynthesis?
   A. Carbohydrate  B. Oxygen
   C. Lipids        D. Carbon

2. Cracking an egg would be considered which of the following?
   A. Chemical change  B. Chemical property
   C. Physical property D. Physical change

3. All matter is made up of atoms and molecules. When particles move faster which will increase?
   A. Radiant energy  B. Thermal energy
   C. Chemical energy D. Mechanical energy

Science II

1. A person arrives home and turns on a lamp upon entering a room. The lights do not come on. The person's hypothesis is that the light is burned out, is this valid?
   A. Yes; that is always the problem when lights do not work
   B. Yes; it can be tested by replacing the bulb
   C. No; because this is not a scientific problem
   D. No; the lamp is probably unplugged

2. During a lab, rubbing alcohol is splashed in another student's eyes. What should be done?
   A. Walk to the nurse's office
   B. Put on safety goggles
   C. Flush eyes immediately with water
   D. Wipe eyes with a damp paper towel

3. Newton made discoveries that enabled people to understand which of the following?
   A. Atomic structures
   B. Planetary motion
   C. Properties of elements
   D. States of matter
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 are available on the UIL web site.

Section 1468:
SOCIAL STUDIES

(a) 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 systems, economics, citizenship and culture. Subject matter used for the test will be taken from currently adopted social studies textbooks and identified primary sources.
(2) Contest Format. Students will be given an objective test containing approximately 40 questions. Thirty minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.
(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
(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.

(c) CONTEST ADMINISTRATION.
(1) Personnel. All personnel in this contest may be coaches of participating students.
(2) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
(3) Ties and Points. 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. Points are awarded as specified in Section 1408 (i).
(4) 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.
(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
Practice & Preparation

- Study Materials Booklets
- Practice Tests from previous years
- Independent Vendors

Contest Administration Script

The script is not mandatory; however, it does contain contest rules.

(1) Inform contestants and coaches 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) Distribute answer sheets, test booklets, and call roll (if necessary).

(3) The contest director will now, Say: “This is the UIL Social Studies test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”

(4) After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet. You will have 30 minutes to take the test. You may now open your test booklet and begin taking your test.”

(5) Allow students 30 minutes to take the test.

(6) After 30 minutes, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet and test booklet.”

*The contest official may ad lib as necessary while conducting the contest.
General Contest Information

Contest Grade Divisions
• This contest will consist of two divisions (fifth/sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel
• Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with each contestant's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
• Timekeeper. The contest director or assistant will serve as the official timekeeper and will give only a start and stop signal.
• 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.

Contest Material Overview
• Provided by UIL - Tests, Answer key, Answer sheets, Contest rosters
  • These 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.
• Provided by the School or Student - Pencils and/or pens
• Other - No other materials or notes may be used in the contest.

Grading/Scoring Rules

Criteria: The test is graded objectively.

Briefing Graders: Brief graders on the procedure to be used for grading and explain the scoring process.

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.

FAQ about Rules

How long does the contest last? Contestants will be given 30 minutes to answer the test questions.
Sample Social Studies Questions for 5 and 6

1. Which nation conquered the Aztecs in 1521 and the Incas in 1533?
   a. Brazil  
   b. Switzerland  
   c. Spain  
   d. Portugal

2. What nation sent an expedition to find the Northwest Passage, a waterway connecting the Atlantic and Pacific Oceans?
   a. Italy  
   b. France  
   c. Egypt  
   d. China

3. Which group came to the Americas because they faced persecution for wanting to separate from the Church of England?
   a. Apprentices  
   b. Pioneers  
   c. Federalists  
   d. Pilgrims

4. What town did the Dutch build so they could control the trade on the Hudson River?
   a. New Amsterdam  
   b. Savannah  
   c. Plymouth  
   d. New Orleans

5. Puritans named their main settlement, ______. 
   a. Saint Augustine  
   b. Boston  
   c. Galveston  
   d. Concord

6. Which Quaker founded the colony of Pennsylvania?
   a. John Rolfe  
   b. Daniel Webster  
   c. Benjamin Rush  
   d. William Penn

Sample Social Studies Questions for 7 and 8

**Caddoes, Atakapans, Alabama and Coushatta**

1. Which Native Texan culture includes these groups?
   a. Puebloan  
   b. Southeastern  
   c. Gulf  
   d. Plains

2. What led to the establishment of permanent villages for Native Texans?
   a. Limited food supplies  
   b. Plentiful buffalo  
   c. Agriculture  
   d. Ability to gather mollusks, clams and oysters

3. Who is the oldest group of Native Texans still living in Texas today?
   a. Kickapoos  
   b. Apaches  
   c. Jumanos  
   d. Tiguas

4. Why was Cibola important to explorers?
   a. It was, according to Spanish legend, seven wealthy cities built by bishops that had fled Portugal  
   b. First Spanish mission in the New World  
   c. Capital of New Spain  
   d. Largest settlement outside of Mexico City
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.

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### Section 1470: SPELLING

(a) **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. Words will come from the appropriate UIL spelling list, state adopted textbooks and words of common usage. Approximately 20 percent of the test words will come from sources other than the UIL spelling lists. The source designated in official contest procedures will serve as the authority for all words in the contest.

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 tiebreaker is given to all contestants immediately following the initial test. Contestants who do not take the tiebreaker shall be disqualified.

(b) **REPRESENTATION.**

1. **Contestants.** Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

2. **Divisions.** Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

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.

(c) **CONTEST ADMINISTRATION.**

1. **Personnel.** 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 student in the contest. The pronouncer shall not be a coach of any contestant entered in the contest. Responsibilities of the pronouncer are as specified in official contest procedures. Additional required and recommended contest personnel are specified in official contest procedures.

2. **Verification Period.** A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decisions shall be final.

3. **Ties and Points.** 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. Points are awarded as specified in Section 1408 (i).

4. **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.

5. **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.

6. **Returning Materials.** No materials from district contests may be returned to contestants prior to official release dates.
Contest Administration Script

(1) Inform contestants and coaches 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) A contest official will now, Say: This is the UIL Spelling test. Write your contestant number in the upper right-hand corner of your answer document and circle your grade level.

(3) The pronouncer and verifier will now conduct the contest including the tiebreaker (students who do not take the tiebreaker test shall be disqualified) keeping these points of clarification in mind:
   
   (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) After the test and tiebreaker have been given, the pronouncer will either repronounce any word deemed necessary by the verifier or will conclude the contest and collect all answer sheets. After that is complete, the contest official will Say: “Please put your pen or pencil down. I will now collect your answer sheet.”

*The contest official may ad lib as necessary while conducting the contest.
General Contest Information

Contest Grade 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.

Necessary Contest Personnel
• **Contest Director.** The director may appoint an assistant director. Following the contest, provide the meet director with the Contest Roster with each contestant’s score, a list of the winners and their schools, and the number of contestants participating.
• **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.
• **Verifier.** One or two verifiers check the pronunciations and definitions given by the pronouncer.
• **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.
• **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.

Contest Material Overview
• **Provided by UIL** - List of test and tie breaker words, Contest rosters, Instructions for the pronouncer, grader, verifier and monitor, Certificates of Excellence (for district meets)
  • These 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.
• **Provided by host school:** Dictionary for the pronouncer, verifiers and graders to use if needed, the current A+ Spelling List
• **Provided by the school or student:** Pens or pencils and blank, lined paper, ([an example is found here](#)) which may be numbered
• **Other** - No other materials or notes may be used in the contest

Length of 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

Available Sets of Material
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.
Grading/Scoring Rules

Criteria
- The test is graded objectively.

Briefing Graders
- Brief graders on the procedure to be used for grading and explain the scoring process.

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 sent to UIL meet directors.

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.

FAQs about Rules

What if we can’t read a student’s handwriting?
Contestants may print or write words. If there is a legibility of a letter question, 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 a letter is legible, it should be considered correct.

May a student ask for a word to be repeated or for a sentence for a word?
No. It is the pronouncer’s responsibility to decide beforehand which words should include a sentence. Also, the pronouncer and verifier(s) should confer after all words have been pronounced and determine any words that need to be repronounced.
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.

apologist
choreography
invertebrate
free enterprise

5. innate* (1) 30. tenacious*

hypocondriac
bogeyman
headmistress
grievously

10. restrict*

familiarity
noncommittal
hairsplitter
incriminate

15. academic*

molasses
geochemistry
Norwegian
fatherly

20. research*

recommend
depreciate
oversimplify

easel

25. perturbing*

permanent
ungracious
hullabaloo
incognito

harpsichord
fireproof
dilapidated
kindred

bifocals*

videocassette
lagomorph
praiseworthy
affordable

proposition*

moralistic
citation
perpendicular
astringent

vantage*

gunnysack
catechism
tutelage
crescendo

concede*

* Denotes word not on the 2019-2020 spelling list
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.
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) 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. No materials or notes may be used during the presentation. There is no minimum or maximum time limit for the presentation. Contestants may not receive prompting of the story plot or details. Audiences are permitted to hear contestants tell their stories.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(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.

(c) CONTEST ADMINISTRATION.

(1) Personnel. The contest director may be the coach of a participating student. 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. Responsibilities of the storyteller are as specified in official contest procedures. The storyteller may not be the coach of a participating student. Contest officials should select one judge or an odd-numbered panel of judges for each section.

Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

(2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of storytelling, they shall be divided into sections according to official contest procedures. Winners from the preliminary rounds will compete in a final round.

(3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).

(4) Verification Period. If a panel of judges is used, a verification period shall 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 rankings given by judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.

(5) Official Results. The director shall announce the official results. Official results, once announced, are final.

(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.
Practice & Preparation

- Sample stories are in the UIL A+ Elementary Academic Study Materials Booklet

Contest Administration Instructions

1. 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. Inform contestants and coaches of the time and place of the verification period if a panel of judges is used. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.

2. 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.

3. 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.

General Contest Information

Necessary Contest Personnel
- Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with a list of the winners and their schools and the number of contestants participating. The director may appoint an assistant director.
- Storyteller. 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 UIL does not provide this recording. The storyteller may select which story provided by the UIL 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.
- Judges. So far as possible, judges should not know which school any contestant represents. Judges are to be instructed to give positive and constructive comments. See the sectioning instructions for an estimate of how many judges will be needed.
- Section Chairpersons (optional). One adult is needed per section to see that the contest progresses without problems.
- Timekeepers (optional). A timekeeper is needed for each section. The chairperson may serve as timekeeper. There is no minimum or maximum time limit.
- 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.

Contest Material Overview
- Provided by UIL. Evaluation sheets, Two stories and Major Elements of Plot (one to be used in the preliminary round and one in the final round), Judges’ ballots, Contest Director’s Ranking Sheet for a panel of judges, Contest rosters
  - These 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.
- Provided by the Host School. Stopwatches for each section, 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.
- Other. No other materials or notes may be used in the contest.
Judging/Scoring Rules

Criteria: Judges will use an evaluation sheet provided by the UIL 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.

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.

Ranking the Contestants: Ranks shall be determined through sixth place by the director. If a panel of judges is used, the contest director shall tabulate all judges’ ranks to determine places. See “Instructions for Contest Directors of Speaking Events” for more information.

FAQs about Rules

May students take notes while the story is being read?
Students may use paper and pencil to organize their thoughts while waiting after the story has been read. (this is a local decision). They may not take these notes in while they recite their story.

How many contest rooms are necessary?
Determine the number of rooms that will be necessary by the number of sections. If there are more than eight contestants, both a preliminary and final round are mandatory. One room is needed for students to hear the story told and wait their turn to present. Also, provide a room for tabulating results, which may be used for other speaking events.

May districts create sections larger than eight students?
No. The largest section is eight students.

Are audiences permitted during the contest?
Audiences are permitted. Audiences should be instructed to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

May a student be coached during the event?
Contestants may not receive prompting of the story plot or details.
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
       □ 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

<table>
<thead>
<tr>
<th>SPEAKER NUMBER</th>
<th>NAME</th>
<th>TITLE</th>
<th>JUDGE RANK</th>
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<tbody>
<tr>
<td>1.</td>
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<td>8.</td>
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</table>

*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.

<table>
<thead>
<tr>
<th>Speaker Number</th>
<th>Judge 1</th>
<th>Judge 2</th>
<th>Judge 3</th>
<th>Totals</th>
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</tbody>
</table>

* 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
Sample Press Release

Additional Forms and Resources Available Online

* District Participation Summary Form

• Visit the UIL online store to order study materials and invitational meet materials.

• For A+ district meet directors, the A+ District Meet Information and Materials Order Form must be completed online. 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 or the A+ website 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.
# District Meet Entry Form
for elementary schools
(Districts may develop their own entry form.)

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<td>UIL Coordinator</td>
<td>___________________________________________</td>
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<tr>
<td>Email address</td>
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</table>

## 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. ______________________  
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Alternate ______________

## Dictionary Skills (6th grade)
1. ______________________  
2. ______________________  
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</table>
A word about late entries and substitutions

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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   ____________

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 _______________
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**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 __________________________________________________________________
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.

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<td>Alternate __________________</td>
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| STORYTELLING (grades 4-6) | | |
|-------------------------| | |
| 1. ____________________ | | |
| 2. ____________________ | | |
| 3. ____________________ | | |
| Alternate __________________ | | |

A word about late entries and substitutions
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Return form by _______________________________________
To: _________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
______________________________________________, TX    __________
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

- Art* 4 5 6
- Calculator Applications* --- --- 6
- Chess Puzzle* 2 3 4 5 6
- Creative Writing 2 --- ---
- Dictionary Skills* --- 5 6
- Listening* --- 5 6
- Maps, Graphs & Charts* --- 5 6
- Mathematics* --- --- 6
- Music Memory* 2 3 4 5 6
- Number Sense* --- 4 5 6
- Oral Reading --- 4 5 6
- Ready Writing 3 4 5 6
- Social Studies* --- --- 5 6
- Spelling* 3 4 5 6
- Storytelling 2 3 --- ---

INDIVIDUAL EVENT
See table for point values.

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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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Place</th>
<th>School</th>
<th>Contestants' Names (last name only)</th>
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</table>

ACADEMIC CHAMPIONSHIP
Show points for each SCHOOL for use in tallying the academic championship.

<table>
<thead>
<tr>
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<tbody>
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<td>CONTEST DIRECTOR'S SIGNATURE</td>
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POINT VALUES

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<tr>
<th>INDIVIDUAL EVENTS</th>
<th>TEAM EVENTS</th>
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<tr>
<td>First place ........15 points</td>
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<td>Second ............12 points</td>
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<td>Sixth .............4 points</td>
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</table>
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. ________________________
4. ________________________  
Alternate___________________

**Calculator Applications (8th grade)**
1. ________________________
2. ________________________
3. ________________________
4. ________________________  
Alternate __________________  
Alternate __________________

**Chess Puzzle (7th grade)**
1. ________________________
2. ________________________
3. ________________________
4. ________________________  
Alternate __________________

**Chess Puzzle (8th grade)**
1. ________________________
2. ________________________
3. ________________________
4. ________________________  
Alternate __________________  
Alternate __________________

**Dictionary Skills (7th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Dictionary Skills (8th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Editorial Writing (7th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Editorial Writing (8th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Impromptu Speaking (7th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Impromptu Speaking (8th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________

**Maps, Graphs & Charts (7th grade)**
1. _________________________
2. _________________________
3. _________________________
4. _________________________  
Alternate __________________
Maps, Graphs & Charts (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Modern Oratory (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Music Memory (8th grade)
1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
Alternate ___________________
Alternate ___________________

Oral Reading (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Ready Writing (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Social Studies (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Spelling (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Mathematics (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 (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Ready Writing (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Science I (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Science II (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Spelling (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Music Memory (7th grade)
1. _______________________
2. _______________________
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Alternate ___________________
Alternate ___________________

Alternate ___________________
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.

Principal's signature ______________________  Date ______________________

Return form by ______________________________________
To: _________________________________________________
__________________________________________________
__________________________________,   TX   ____________

Mathematics (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Music Memory (7th grade)
1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
Alternate ___________________
Alternate ___________________

Music Memory (8th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________
Alternate ___________________

Ready Writing (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Science I (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Science II (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________

Spelling (7th grade)
1. _______________________
2. _______________________
3. _______________________
Alternate ___________________
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 ______________________________

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 ______________________________

CHESS PUZZLE (grades 7-8)
1. __________________________________________
2. __________________________________________
3. __________________________________________
Alternate ______________________________

DICTIONARY SKILLS (grades 7-8)
1. __________________________________________
2. __________________________________________
3. __________________________________________
Alternate ______________________________
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</table>
| 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.
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

<table>
<thead>
<tr>
<th>Event</th>
<th>6</th>
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</thead>
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<tr>
<td>Calculator Applications*</td>
<td></td>
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<tr>
<td>Chess Puzzle*</td>
<td></td>
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<tr>
<td>Dictionary Skills*</td>
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<td>Impromptu Speaking</td>
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<tr>
<td>Listening*</td>
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<tr>
<td>Maps, Graphs &amp; Charts*</td>
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<tr>
<td>Mathematics*</td>
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<td>Modern Oratory</td>
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INDIVIDUAL EVENT

See table for point values.

<table>
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<tr>
<th>Points</th>
<th>Place</th>
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<th>Contestant's Name</th>
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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.

<table>
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</table>

ACADEMIC CHAMPIONSHIP

Show points for each SCHOOL for use in tallying the academic championship.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>School</th>
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CONTEST DIRECTOR'S SIGNATURE

POINT VALUES

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<th>EVENT</th>
<th>VALUE</th>
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<tr>
<td>INDIVIDUAL EVENTS</td>
<td>TEAM EVENTS</td>
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<tr>
<td>First place .......15 points</td>
<td>First place .......8 points</td>
</tr>
<tr>
<td>Second.............12 points</td>
<td>Second.............6 points</td>
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<tr>
<td>Third................10 points</td>
<td>Third..............4 points</td>
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<td>Fourth ............8 points</td>
<td>Fourth ............8 points</td>
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<td>Fifth..............6 points</td>
<td>Fifth..............6 points</td>
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<tr>
<td>Sixth..............4 points</td>
<td>Sixth..............4 points</td>
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See contest instructions for point values for one-act play.
**Contest Roster**

CONTEST

<table>
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<tr>
<th>Contest date</th>
<th>Invitational</th>
<th>District</th>
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Site

Grade Level(s) 2 3 4 5 6 7 8

Name of grader(s)

Name of contest director

<table>
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<tr>
<th>Contestant Number</th>
<th>Score</th>
<th>Place/Rank</th>
<th>Name of contestant</th>
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# Point Tally Sheet
for A+ academic meets

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Grade level(s) 2 3 4 5 6 7 8 9

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<th>Chess Puzzle</th>
<th>Creative Writing</th>
<th>Dictionary</th>
<th>Editorial Writing</th>
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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)

“Students, sponsors, administrators and parents are to be commended for the commitment required by academic competition,” said Lisa Parker, 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, 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, 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 Mrs. Parker.

For more information regarding A+ Academics for elementary, middle school and junior high, contact Lisa Parker at (512) 471-5883 or visit the UIL web site at 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
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:

- Deserve opportunities to accept academic challenges,
- Improve with encouragement,
- Soar when their talents are recognized and appreciated,
- Climb to greater heights when given positive reinforcement,
- Operate better from a supportive environment,
- Visualize themselves as successful,
- Energize teachers, administrators and each other,
- Reach a greater level of achievement with praise, and
- Yearn for opportunities to feel successful.
# Academic Meet

**Host school**

**Meet director**

**Date of meet**

**Phone**

---

## Contest Directors

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<thead>
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<th>Contest</th>
<th>Name</th>
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## Coaches at Your School

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<td>Listening</td>
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<tr>
<td>Maps, Graphs, &amp; Charts</td>
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<td>Number Sense</td>
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<td>One-Act Play</td>
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<td>Science I and II</td>
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<tr>
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<tr>
<td>Storytelling</td>
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UIL State Office

A+ Academics for elementary, middle and junior high schools