

CURRENT ISSUES & EVENTS

CONTESTANT ANSWER SHEET

DO NOT write your name or school on this paper. Clearly write the **LETTER** corresponding to the best response to each question in the space below. Each objective question is worth 1 point. Write your response to the essay on the paper provided. The essay is worth as much as 10 points. You have 60 minutes.

- | | |
|-----------|-----------|
| 1. _____ | 21. _____ |
| 2. _____ | 22. _____ |
| 3. _____ | 23. _____ |
| 4. _____ | 24. _____ |
| 5. _____ | 25. _____ |
| 6. _____ | 26. _____ |
| 7. _____ | 27. _____ |
| 8. _____ | 28. _____ |
| 9. _____ | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |



FOR JUDGE'S USE

Points from **OBJECTIVE**
questions (each correct
answer counts 1 point) _____

If in the top eight places,
add the points from the
ESSAY question _____

TOTAL POINTS _____

Reminder: Team score is based on the cumulative score of the multiple choice portion of the contest only. Do not count the essay scores toward the team championship.

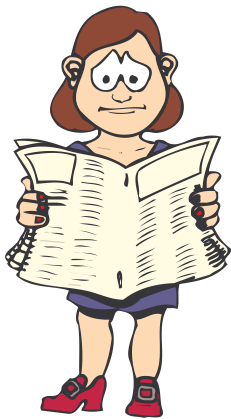
Grading

the CI&E Contest



**University
Interscholastic
League**

*Making a World
of Difference*



*Current
Issues
&
Events*

1. Distribute contests to students, who will then have 60 minutes to finish.
2. Grade the objective portions of the test.
3. Enter results of the objective portion of the contest into the UIL online entry system. Do not add essay scores to determine the overall team winner!
4. To determine the overall individual winner, pull the top eight papers. In the event of ties, select enough papers to fill eight slots. For example:

Slot	Place	# of correct answers
1	1	36
2	2 (tie)	35
3	2 (tie)	35
4	4	34
5	5 (tie)	32
6	5 (tie)	32
7	5 (tie)	32
8	8	30

Tie for last slot: If a tie for the eighth slot exists, then grade all those tied for the eighth slot, as in the example below. Then, add the scores from the essay portion of the contest to the objective scores.

Slot	Obj. only place	Objective score	Essay score	Total score	Final place
1 (Joe)	1st	36	5	41	2 (tie)
2 (Bo)	2nd (tie)	35	7	42	1
3 (Moe)	2nd (tie)	35	3	38	5
4 (Sue)	4th	34	7	41	2 (tie)
5 (Flo)	5th (tie)	32	8	40	4
6 (Bill)	5th (tie)	32	5	37	6
7 (Mary)	5th (tie)	32	4	36	did not place
8 (Lina)	8th (tie)	26	7	33	did not place
(Jim)	8th (tie)	26	6	32	did not place

Tie for second place: To break tie for second place, judge Joe's essay against Sue's essay. Award points accordingly. Break all ties for first through sixth place.

5. In a 3-person judging panel, must every judge grade each essay? Yes. If more than one person judges essays, make certain that judges reach agreement on which essay is the best. Do not rely solely on point totals. One judge may be more stringent than another. It is possible that a weaker essay, graded by a more lenient judge, can be awarded more points than a stronger essay, graded by a more strict judge.
6. Judges should not be excused until verification is completed and results announced as official.

Rubric

for the CI&E Essay

Judges may award all or no points. This is a working document for as many as three judges. Final points are a compromise among judges, NOT A RUNNING POINT TOTAL or pure point averaging. Return this form to the student with the objective portion of the contest.

■ Points AWARDED:

An 8-10 ESSAY opens with a declarative statement that extends the prompt without re-stating it. The thesis is supported by substantial, relevant information that analyzes the prompt from a range of perspectives — for example, political, social, cultural and economic. It does not provide a mere shopping list of facts. It interprets the facts without editorializing. The essay is well written and organized with few spelling, grammar or punctuation errors. The essay is clear, precise and succinct.

A 5-7 ESSAY offers a clear thesis with limited development. It either deals with one aspect in depth or with all aspects more superficially while providing limited analysis. Generally good writing and organization skills displayed. May contain errors of fact that do not seriously detract from the quality of the essay.

A 2-4 ESSAY lacks a thesis or presents a confused or undeveloped thesis. It deals with the prompt in a superficial way and offers no analysis. Instead, it tends to editorialize. May contain major fact errors, display poor writing skills and rely on bloated, pretentious language.

A 0-1 ESSAY displays little or no understanding of the prompt. The response is poorly written and organized and may contain significant fact, grammar, punctuation and/or spelling errors that detract from the clarity of the response.

Judge 1

Judge 2

Judge 3

Consensus

Comments:

OVERALL ESSAY SCORE _____

(maximum of 10 points)

OBJECTIVE SCORE _____

(score from the objective portion of the test)

OVERALL SCORE _____

(add essay score to objective score)