CONTESTANT NUMBER ____________________

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. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________
18. __________
19. __________
20. __________

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

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:

<table>
<thead>
<tr>
<th>Slot</th>
<th>Place</th>
<th># of correct answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>2 (tie)</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>2 (tie)</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>5 (tie)</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>5 (tie)</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>5 (tie)</td>
<td>32</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>

_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.

<table>
<thead>
<tr>
<th>Slot</th>
<th>Obj. only place</th>
<th>Objective score</th>
<th>Essay score</th>
<th>Total score</th>
<th>Final place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st</td>
<td>36</td>
<td>5</td>
<td>41</td>
<td>2 (tie)</td>
</tr>
<tr>
<td>2</td>
<td>2nd (tie)</td>
<td>35</td>
<td>7</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2nd (tie)</td>
<td>35</td>
<td>3</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4th</td>
<td>34</td>
<td>7</td>
<td>41</td>
<td>2 (tie)</td>
</tr>
<tr>
<td>5</td>
<td>5th (tie)</td>
<td>32</td>
<td>8</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>5th (tie)</td>
<td>32</td>
<td>5</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>5th (tie)</td>
<td>32</td>
<td>4</td>
<td>36</td>
<td>did not place</td>
</tr>
<tr>
<td>8</td>
<td>8th (tie)</td>
<td>26</td>
<td>7</td>
<td>33</td>
<td>did not place</td>
</tr>
</tbody>
</table>

_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.

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)