Concept English
2016/2017 Writing Contest

Theme: WEAR YOUR IMAGINATION INSIDE OUT

Rationale: We are inspired by different things. Our inspiration is as diverse as the people and environments that we inhabit. The word imagination implies we go inside and bring what is there out for the world to see. We want to know how this process works for you. So, please, select a prompt and start writing.

Prompts:

- Imagine that you have some magical capabilities. **Explain** what you would do with them to inspire the world.
- **Re-write** a fairy tale.* Give it a **new end**ing and **change** it to make it even more inspiring.
- Use a picture that inspires you and **describe** it to your reader.
- Inspiration is often portrayed as a bright light.* **Describe** a time that you came out of the dark and followed the light of inspiration.
- **Describe** a time when you were inspired by music and **explain** what happened.

Grade Level Differentiation - Essays:

3-5th grade, expository and narrative essays or fairy tale minimum of **300** words

6 – 8th grade, expository, narrative essays or fairy tale minimum of **500** words

9 – 12th grade, expository, narrative essays or fairy tale minimum of **600** words

Grade Level Differentiation - Poems:

*These two prompts may also be written as a poem

Poem for 3 – 5 grade, 5 to 10 lines minimum

Poem for 6- 8th grade, 15 – 20 lines minimum

Poem for 9 – 12th grade, 20 to 30 lines minimum

Rules and Guidelines:

1. Contest is open to any student (grade 3 or higher) who is part of Concept Schools.
2. Teachers may submit **as many entries as they wish** as long as student work has been written, revised, and edited.
3. Work is submitted as follows:
   a. Teacher submits all student work via email with a list of students they are attaching: name/grade level.
   b. All entries must be formatted as follows: name, school name, grade level, and name of prompt with the words "poem" or "essay." Entries must be typed (minimum 18 point font – max 22 point font) or neatly hand-written. Teacher rubric must be attached. See sample
4. Entries may be submitted to aflaherty@conceptschools.org **from November 14th – January 31st**.
   a. Entries will not be returned, so please keep a copy for your records.
   b. All decisions about winners are subject to the judgment of the Concept judging panel. **Scoring will be done with the same rubrics as two attached** (expository/narrative will use the same).

Note: Please encourage your students to check out the list below and support them in submitting their work to other competitions!

32 Other Writing Competitions for Students

http://thejohnfox.com/2016/06/writing-contests-for-teens/

Rubric – Expository Essay

	Ideas and Evidence	Organization	Language	Subtotal
A D V A N C E D **4**	• The introduction is appealing and informative • The topic is well developed with relevant facts, concrete details, and interesting quotations • The concluding section capably summarizes information presented	• The organization is effective and logical throughout the essay • Transitions successfully connect related ideas	• The writing maintains a formal style throughout • Language is strong and precise • Grammar, usage, and mechanics are correct	
C O M P E T E N T **3**	• The introduction could do more to grab reader's attention • Some key points need more support from relevant facts, concrete details, quotations • The concluding section summarizes information presented	• The organization is confusing in a few places • A few more transitions are needed to connect related ideas	• The style is inconsistent in a few places • Language is too general in some places • Some errors in grammar, usage, and mechanics are repeated in the essay	
L I M I T E D **2**	• The introduction is only partly informative and could be more engaging • Most key points need more support in the form of relevant facts, concrete details, and quotations • The concluding section partially summarizes the information	• The organization is logical in some places but often doesn't follow a pattern • More transitions are needed throughout to connect related ideas	• The style becomes informal in many places • Overly general language is used in many places • Grammar, usage, and mechanics are incorrect in many places, but the writer's ideas remain clear	
E M E R G I N G **1**	• The introduction is missing • Facts, details, quotations, and examples are missing • The essay lacks a concluding section	• A logical organization is not used; information is presented randomly • Transitions are not used, making the essay difficult to understand	• The style is inappropriate for the essay • Language is too general to convey the information • Many errors in grammar, usage, and mechanics obscure the meaning of the ideas	
			Total Score	

Scoring Rubric: Poetry

Name _____ Date _____

	4	3	2	1
Organization and Overall Impact	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before.	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject.	The form of the poem should be more appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, wornout images, or other predictable choices.	The form of the poem is not appropriate to the subject. The poem does not enable the reader to see, hear, feel, or think about the subject.
Elements of Poetry	Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout.	Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise.	Sensory details and figurative language may be overused, underused, or inappropriate to the subject; sound devices, such as rhyme, alliteration, or onomatopoeia, may be overused or underused, or they may fail to add to the meaning of the poem. Word choices may be vague, repetitive, or imprecise.	There is no use—or consistently confusing or inappropriate use—of sensory details, figurative language, or sound devices. Words may be misused or unclear.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling.	The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.

Comments _____

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