

# 9<sup>th</sup>/10<sup>th</sup> Grade Writing Contest Information

This \$250 contest is administered through the Philipsburg Area Education Foundation (PAEF). The intent of this contest and required essay is to get students writing, learning and looking forward to the next level of training needed to be successful adults. It is the intent of PAEF to make two awards. One will be in the Philipsburg area and one in the Drummond area. If the contest is not presented in school, essays will be accepted from any 9/10<sup>th</sup> student.

## ELIGIBILITY:

The contest is open to all 9<sup>th</sup>/10<sup>th</sup> grade students with residency in Granite County.  
LATE and/or INCOMPLETE APPLICATIONS AND ESSAYS shall not be considered.

**TOPIC:** The topic may vary and will be presented by the PAEF Writing Contest Coordinator.

The topic intent is to encourage students to explore at least two sides of a topic and then make an argument based on research data. Research must show a comparison and/or contrast of two sides of a topic.

## SUBMISSION REQUIREMENTS:

1. Complete the Scholarship Application (see [paefmt.com](http://paefmt.com) for application forms)
2. Write an essay of at least 500 words in length on the given topic
3. Essay must have a title that reflects the essay content
4. Essay must be typed using a standard size 12 font
5. Essay must be persuasive, reflecting Montana Standards for Writing for Grades 9/10
6. Essay must demonstrate conventions of standard English - Montana Standards for Language for Grades 9/10
7. Essay must include research data.
8. Submit for school evaluation by the last Friday in March.

## EVALUATION:

One student essay from each Granite County high school shall be chosen by their school's selection process and forwarded for final evaluation and award through a committee comprised of community members. Each school's winning essay and any other essay must be handed directly to a PAEF board member or mailed by the last Friday in March to: **PAEF, P. O. Box 900, Philipsburg, MT 59858.** Mark the envelope with "9/10<sup>th</sup> grade Writing Contest."

The final essay evaluation shall include standards as listed in the Montana Office of Public Instruction (OPI) *College and Career Readiness Anchor Standards: Writing Standards and Language Standards for Grades 9/10*: These standards can be accessed at [www.opi.mt.gov](http://www.opi.mt.gov) - Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band.

## AWARD:

The student does not ever receive a cash award; rather, the contest award is maintained in PAEF's endowment fund until the student graduates from high school. At that time, the student shall designate the post-secondary institution to apply the award. PAEF shall release the awarded amount, plus any interest growth it has accumulated, to the designated institution. The award is guaranteed a minimum of \$250 regardless of the stock market. The winning student must give consent to PAEF to publish their name and essay in their newsletter and news releases. The winner and their family shall be invited to attend the PAEF Scholarship Reception in April.

# 9/10<sup>th</sup> Grade Writing Contest Application

Name:		Date:
Mailing Address:		Phone:
City and State:		Zip:
Social Security # _____ - _____ - _____	Email address:	
Date of Birth:	Place of Birth:	
Parent or Guardian Information:		
Father's Name:		Mother's Name:
School Attended: _____ Drummond _____ Philipsburg _____ Home School or Resident		
Grade: _____ 9th _____ 10th		
English Teacher's or Instructor's Name:		
Topic for essay:		
Title for essay:		
<p>Guidelines: The topic may be explained by your teacher or sponsor. The essay shall be type-written using a standard size 12 font. It should be at least 500 words in length and free of grammar and spelling errors.</p>		
<p>Evaluation:  Standards for Grades 9/10 as listed in the Montana Office of Public Instruction (OPI) <i>College and Career Readiness Anchor Standards: Writing Standards and Language Standards</i>. These standards can be accessed at <a href="http://www.opi.mt.gov">www.opi.mt.gov</a>  <i>Montana Common Core Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band</i>.</p>		
<p>Authorization of Use:  If my essay is judged to be the winner, I give my consent to its being published in my name in PAEF's publications and news releases.</p>		
Student signature:		Date:
Parent signature:		Date:
<p>NOTE: The English teacher or instructor is responsible for notifying your child of the deadline for submission. Late and/or incomplete applications and essays shall not be considered. The winner of this contest shall be notified in writing and invited to attend PAEF's scholarship reception in April. The location shall be communicated at a later date.</p>		

# 9/10<sup>th</sup> Grade Writing Contest Procedures

## Teacher and Instructor Notification:

1. PAEF Board President or designee shall send an email to high school English teachers and sponsors on or about February 1<sup>st</sup> to include the most current scholarship information, application, and procedures.
2. The PAEF website shall post the most current information, application and procedures – [www.paefmt.com](http://www.paefmt.com)

## Student Notification and Execution:

1. Teachers and instructors shall notify their students of the essay contest including requirements and deadlines for submission.
2. Teachers and instructors shall provide students with the *9/10<sup>th</sup> Grade Writing Contest Information* page and *Application Form*. Instruct students to research both types of education in their essay – both 4-year college degree AND certification-type vocational training.
3. One student essay from each Granite County high school shall be chosen by their school's selection process and forwarded for final evaluation and award through the PAEF Scholarship Committee. Any other residents may send essays to be evaluated along with school essays.
4. Each school's winning essay and any other essay must be delivered or postmarked by the last Friday in March to: **PAEF, P. O. Box 900, Philipsburg, MT 59858**. Mark the envelope "9/10<sup>th</sup> grade Writing Contest."
5. The PAEF Scholarship Committee Chairperson or Board President shall notify the winning student in writing in accordance with established scholarship notification procedures.
6. The PAEF Scholarship Committee Chairperson shall notify the teachers and provide feedback from the evaluation process.
7. Teachers and instructors may notify participating students of essay contest outcomes and any other relevant information they choose to share.
8. The PAEF Board shall invite the award recipient and family to the reception dinner.

## Final Essay Evaluation:

1. The final essay evaluation shall include standards as listed in the Montana Office of Public Instruction (OPI) *College and Career Readiness Anchor Standards: Writing Standards and Language Standards for Grades 9/10*: These standards can be accessed at [www.opi.mt.gov](http://www.opi.mt.gov) - Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Band.
2. PAEF Scholarship Committee shall, consist of a minimum of four members to evaluate the final essays.
3. The final essays shall be judged using an evaluation form and rubric to reflect standards with assigned point values.
4. In the event evaluation point totals are equal, preference shall be given based on student character and academic potential as perceived through the PAEF Scholarship Application.
- 5.

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Evaluation Date:

Committee Member Name:

Essay Title:

## Evaluation Rubric

Standard #	Standard Description and Examples	Points Given 1 = none or minimally 2 = met the basic criteria 3 = exceptional use
Submission Requirement	This essay is type-written, size 12 font, at least 500 words and persuasive essay.	
<b>Writing Standard 1.</b>	<b>Montana Standards are described in bold; Question and examples for judges are not bold. Write arguments to support claims in an analysis of substantive topic, using valid reasoning and relevant and sufficient evidence.</b>	
1.a.	<b>Introduce precise claim, distinguish the claim from alternate or opposing claim, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.</b> Does the essay have a title that reflects the overall theme? Is the first line or section of the essay engaging – making you want to read more? Does the essay have a logical statement and structure of argument to follow?	
1.b.	<b>Develop the claim and counterclaim fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</b> Does the writer present both sides of an topic fairly and thoroughly? Is there enough data/information presented to substantiate a claim?	
1.c.	<b>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between the claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.</b> Does the writer use words to show comparing and contrasting features? Does the writer use transition words that show relation to a claim or movement throughout the essay or to conclusion?	
1.d.	<b>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline?</b> This essay should be written objectively with emphasis on careful and thorough analysis of data. Does the writer inject “I” and “my” into the text too often? Does the writer express an argument based on evidence and reasoning, rather than personal feeling?	
1.e.	<b>Provide a concluding statement or section that follows from and supports the argument presented.</b> Does the writer provide a conclusion that wraps up the subject by restating the topic and supporting details? Does the writer reflect back on the overall theme with recommendations for the reader.	
8.	<b>Gather relevant information from multiple authoritative print and digital sources, and oral sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain flow of ideas, avoiding plagiarism and following a standard format for citation.</b>	

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<b>Language Standard 1.</b>	<b>Montana Standards are described in bold; Question and examples for judges are not bold. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
<b>1.a.</b>	<p><b>Use parallel structure.</b> Use equal grammatical units. If the first item is a noun, then following items are nouns. If the first item is a verb, then following items are verbs in the same tense.</p> <p><i>Not good: to read and garden, and helping others. Good: reading, gardening and helping others.</i></p> <p><i>Not good: check, analyze and determined. Good: checked, analyzed and determined.</i></p> <p><i>Not good: hiking, swimming and to ride bikes. To hike, swim and ride bikes.</i></p>	
<b>1.b.</b>	<p><b>Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing.</b> Does the writer use sentence structure to provide variety and flow? Are all sentences short? Or some short; some long? Examples: Simple: One sentence with one Subject + Verb – <i>Data confirms the argument.</i> Compound: Two simple sentences joined by “and” “but” “or” – <i>Data confirms the argument, but my interests are not considered.</i> Complex: A simple sentence with a dependent clause – <i>After analysis of data, I am convinced to proceed.</i> Compound Complex: Two simple sentences and a dependent clause – <i>After analysis of data, I am convinced to proceed and I am excited about my initial career choice.</i></p>	
<b>Language Standard 2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
	<p>Does the writer spell correctly? Does the writer use a semicolon to link two or more closely related independent clauses? <i>Research shows a good market for health-related jobs; however, research is limited to conventional health providers.</i> Does the writer use a colon to introduce a list or quotation?</p>	
<b>Language Standard 4.</b>	<b>Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grades 9-10 reading and content.</b>	
	<p>Does the writer choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy? Does the writer use vocabulary and multi-syllable words expected of 9<sup>th</sup>/10<sup>th</sup> grade? Does the writer use the words in the proper context? <i>Words that sound like one another but have different meanings: your, you’re - there, they’re, their - its versus it’s - brake, break</i></p>	
<b>Total Score</b>		
Evaluator's Notes:		