

## Kentucky Association for Academic Competition

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## All KAAC Events

# Composition Guide



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# Introduction

This guide has been developed in an effort to assist all participants in understanding the writing and scoring process of Composition of Governor's Cup and other KAAC events. The basis for the Composition component of Governor's Cup competition is to model the most critical aspects of the Kentucky Core Academic Standards. However, since Governor's Cup is a competition, the nature of scoring in these events requires scorers to distinguish one student writing from another and therefore leads to some distinct differences in how participants must consider the approach to Composition when entering a competition or scoring a competition.

## Key differences in classroom scoring and Governor's Cup Scoring of Composition:

- **Classroom scoring:**

1. Rubrics maintain a *range* of achievement displayed by a particular writing in order to assign scores.
2. It is possible for students to receive the same score/grade as another student based on the range type of scoring for classroom rubrics.
3. According to K-PREP on-demand writing assessments, prompts can be Informative/Explanatory, Argumentative, Opinion, and Narrative.
4. According to K-PREP, the writing form can take place in numerous formats: email, article, essay, speech, etc.



- **Governor's Cup scoring:**

1. Rubrics break down classroom scoring ranges in smaller sub-ranges in order to assign a *more specific* score that better distinguishes high-achieving competitive booklets from each other

**Rationale:** Students competing in Composition are often proficient and distinguished writers representing their schools. This requires a rubric to help manage scores in an effort to separate and properly rank high-achieving writers from other high-achieving writers.



2. The goal of scoring is to distinguish each student's writing from the others and--using the rubric--to rank accordingly without any ties in an evaluator's assigned set of scores.
3. Participants and scorers will only focus on Argumentative writing at the High School and Middle Grades levels and Opinion writing at the Elementary level.

**Rationale:** KAAC strives to give students the most consistent set of scores and expectations from competition throughout Governor's Cup. In a classroom, students may have opportunities with several prompts throughout the year to develop the different approaches to different writing prompts. KAAC competition is limited to no more than three competitions at any of the Governor's Cup levels of competition, and this allows more of a focus for competitors, coaches, and scorers. Additionally, among the different types of prompts available in K-PREP on-demand writing. Argumentative and Opinion are the two types of prompts that allow the most feasible and consistent way to align Governor's Cup scores and rankings among competitors. This guide serves to help participants and scorers understand how to use the scoring rubric and to guide you through the Composition element of Governor's Cup competition.

4. Participants and scorers will be writing in essay format in the high school and middle grades divisions. Elementary participants will be writing an essay for the Opinion prompt and a narrative account for the Narrative prompt.

**Rationale:** Competition among high-level writers in Governor's Cup is designed to measure high quality writing against other high-quality writing. Using a series of different formats from competition to competition can skew results from the intent of each competition, which is to focus on measuring writing skills and the author's craft rather than discovering which students understand a particular restricted writing format/form.

## What is the Composition competition?

Composition is an event sponsored by the Kentucky Association of Academic Competition. It is modeled from the K-PREP On-Demand writing assessments. The competition evaluates each student's ability to complete a writing task within the parameters of competitive prompt in the time specified.

### Types of Writing Prompts:

High School and Middle Grades: Argumentative  
Elementary: Opinion

### Timed Competition:

High School and Middle Grades: 90 Minutes  
Elementary: 60 Minutes  
Sixth Grade Showcase: 90 Minutes  
JV Challenge: 90 minutes  
The competitions are strictly timed.

Event	Time	Level	Date	Mode
JV Challenge	90 minutes	9 <sup>th</sup> -10 <sup>th</sup> Grades	Oct. 25, 2021	Argumentative
Showcase	90 minutes	6 <sup>th</sup> Grade	Nov. 30, 2021	Argumentative
Governor's Cup	60 minutes	Elementary District	Feb. 8, 2022	Opinion
Governor's Cup	60 minutes	Elementary Region	Feb. 28, 2022	Opinion
Governor's Cup	90 minutes	Middle Grades District	Jan. 11, 2022	Argumentative
Governor's Cup	90 minutes	Middle Grades Region	Jan. 31, 2022	Argumentative
Governor's Cup	90 minutes	Middle Grades State Finals	Mar. 18, 2022	Argumentative
Governor's Cup	90 minutes	High School District	Jan. 18, 2022	Argumentative
Governor's Cup	90 minutes	High School Region	Feb. 19, 2022	Argumentative
Governor's Cup	90 minutes	High School State Finals	Mar. 18, 2022	Argumentative

## THE SCORESHEET

### How to Score:

Included is a copy of the scoring information on the electronic Composition Scoresheet. Each student booklet that is evaluated should be scored according to the rubric. The scoresheet is divided into three main scoring parts:

### Content (Overview):

This part has the highest weight of the overall percentage assigned to it. This section is divided into components that measure how well the student addresses the prompt, develops his/her ideas, and the degree to which that writer communicates with a reader.

### Structure (Overview):

This measures the degree to which a writer organizes his/her work to meet the goals of the writing. This includes the order of ideas, the transitions used to link ideas throughout the booklet, and the sentence structure on display throughout the booklet that maintains or increases the writer's effectiveness.

### Conventions (Overview):

This includes how well a writer's mechanics are polished and presented. This also includes the adequacy of the word choice throughout the booklet.

## Notes to the Coach

Welcome! This guide serves as a supplement to the Governor's Cup Coaches' Manuals for the various 2021-2022 KAAC Composition Competitions. As the coach for Composition students, you have two major responsibilities. You must familiarize your students and your Composition Reader with the genres to be used in the levels in which you will have students competing. The changes in the KAAC competition guidelines for written composition are closely aligned with the explanation of on-demand writing provided by the Kentucky Department of Education ("Exploration of the Scoring of the K-Prep On-Demand Writing Assessment"). KAAC is making every attempt to incorporate these changes while maintaining competitive components. The KAAC revised genre checklists are based on the "Kentucky Writing Rubric." Essay will be the style of writing. KAAC will focus on two of the genres adopted in the Kentucky Core Academic Standards (KCAS) for Writing. For students in the middle grades (6-8) and high school (9-12) levels, the genre will be argumentative in scope. In compliance with the KCAS for Writing, KAAC will construct writing prompts for the Elementary level that require students to express and support an opinion.

**A coach's main responsibility to his or her students is to improve writing skills and convey the guidelines for the competition to the participants.**

In order for students to be competitive, they must be equipped for the task. Prepare your students for the Genres of writing used for each level of competition. (See chart on Page 1). Practice your students frequently. Structure your practice times so you can review the writing process, allow the students to write to the specified time used during the competition, and provide written and verbal feedback to the students. Each recommended Genre includes a list of elements used to evaluate how successfully students adhere to the



*Characteristics of the Genre.* Share this list with your students as you prepare students to write using the assigned style and form. As students practice each Genre, provide feedback to your students for the areas they have mastered. Give constructive feedback so your students can improve. Because KAAC advocates honest scholarship, it is important to reward students who develop their ideas in a scholarly manner without fabricating research. ***If it is obvious that a student has fabricated research, the student MUST receive lower scores for purpose and idea development.*** Review the writing elements from the Genre Checklist. As the coach you are creating a chain that is only as strong as its weakest link. As your students grow in their understanding of the different Genres and the rubric used to score their booklets, each practice session should demonstrate improved writing skills.

For the purpose of competing in Composition, a student may receive a copy of this guide because it includes rules and information needed for the competition. A student may only type a specific number of characters in the booklet. All students from 6<sup>th</sup> grade through 12<sup>th</sup> grader are limited to 6750 characters. Elementary students are limited to 2400 characters. A countdown clock is also provided for the students beginning with the time allowed. At the end of the time-limit, the booklet will automatically be submitted. In addition, a submit button at the end of the document allows the student to submit an essay early. Once this link has been submitted, the student will NOT be permitted to return to the booklet for additional edits. And, like other KAAC events, as the coach you are responsible to make sure an adult attends the competitions with the student/s while the competition is being held at the designated location. And lastly, the coach that has the winning student at the District and the Middle Grades or High School at Regional competitions must make sure that a reader is confirmed by the deadline for students to be eligible for advancement to the next level of competition. If not, all Composition students from that school are disqualified and the school with the next highest placing

student will be responsible for supplying a Composition reader.

A practice link has been established for coaches to establish a practice booklet for Composition Students. Here is the link: <http://my.kaac.com/ASAP/OnlineTesting/TestCompAndFPS> Follow the instructions to create a practice booklet and receive a password for each of your Composition students. A prompt has been provided within the instructions of the booklet. This prompt will not change, but you can provide different hard copies of prompts for the students to use during multiple practices. The countdown clock will not stop at the end of expired time, nor will the lock-out feature be enabled, so that you and the students can return back to the booklets for discussion and editing. These features will be operational during the competition. Please note the color of the clock changes colors with advancement through the writing process. The clock starts with a green color and progresses to yellow with 25 minutes left. At the 5 minute mark, the clock will change to red. These colors are to help students manage their time without the need to ask remaining time from the proctor. With that said, the proctor will keep the absolute time for the competition and announce time remaining periodically.

**A coach needs to verify that the Reader is versed in competitive scoring and has access to Excel.** When you think about nominating your Composition Reader for any of the Composition events, you must remember that each level of Composition scoring requires a skill-set from your reader that is often age- specific. The most likely Reader you could nominate is the writing teacher from the specific school or grade level. Some districts have writing instructors that work with all students from all levels. As the coach of the academic team, you hold the key to the success of your Reader. You also need to verify that the reader will score all compositions in one setting at a time that is determined at your Planning Meeting. A reader cannot leave the building/scoring session (if off-site with a videoconference) and come back to score the rest of the assigned booklets from the sample. **You are required to review the Composition Guide with your Reader before you make your Composition Reader nomination at the Planning Meeting.** Take a few minutes to review the Responsibilities of the Composition Reader, the Characteristics of the Genre used for your students, the hard copy of the KAAC Scoresheet near the end of this guide and the Outlier Guidelines located in this *Composition Guide*.

The composition coach may not score at the District level or at the Regional event if the region is comprised of only three (3) Districts. This rule changed in 2018 for the purpose of having all booklets scored a minimum of three (3) times in every Region. An additional rule change for Composition reader was also put into effect in 2019-2020. The school whose Composition student places first at District must provide a reader for Regional Composition. Middle Grades and High Schools whose Composition student places first at Regional must provide a reader for the State Finals. Coaches must confirm to the host school for Regional, or to KAAC for State Finals, the name of their required reader by published deadlines. **Rules Clarification:** If a coach fails to confirm their reader by that deadline, all the Composition participants from that school shall be disqualified. Should that disqualification occur, the responsibility for providing the reader falls to the school represented by the next highest placing student. Once you have read that maximum number of lines, the reader will stop reading the composition.

A duty of the host school and KAAC staff is to review Composition scores to look for outliers that affect students in a negative way (e.g. ranks of 1, 1, 2 and 5.) The last rank would be an outlier and modified. Our computer scoring program, ASAP, identifies these situations and modifies any score that meets or exceeds the outlier



threshold score. Also under review this year is any outlier that affects the students in a positive way (e.g. ranks of 10, 9, 8 and 1.) Obviously the last rank in this range of scores does not appear to be in alignment. In this incident, the reader will be notified about having a rank that is inconsistent with other readers.

## **EVALUATION SYSTEM OF COMPOSITION FOR THE STATE FINALS**

### **Scoring of Composition at State Finals**

Each booklet advancing to Governor's Cup State Finals will be read by three (3) readers. Booklets are drawn into a schematic in which students coming from the same region are not scored against each other in the preliminary round. The top 10 booklets will advance to the final round of scoring.

### **First Round Evaluations**

Each regional winner in the Composition Event is required to send a Composition reader. In the event a tie occurs for first place, each school will nominate a Composition reader for the State Finals. The KAAC Program Director will make the final determination of the Composition Reader to be used after contacting the nominated officials. Each evaluator will be assigned a group of approximately fifteen (15) booklets to evaluate. This is the "en masse" evaluation.

Booklets are assigned into reader groups based on the following criteria when five (5) individuals advance from each region:

1. Teams from the same region shall not be in the same group.
2. No more than three regional championship booklets shall be in the same group.
3. No more than three regional runner-up booklets shall be in the same group.
4. No more than three third-place booklets shall be in the same group.
5. No more than three fourth-place booklets shall be in the same group.
6. No more than three fifth-place booklets shall be in the same group.

In the event that a region advances more than five (5) individuals or ties in one place, the schematic will be modified to accommodate the additional students or ties.

Subject to these provisions, the pairings shall be randomly drawn each year using a pre-determined schematic.

### **Comparison of First Round Total Ranks**

At the conclusion of the first round of evaluations, the ranks that each booklet receives are added together to provide a first round total rank. Total ranks determine whether a booklet is placed in the "Top 10" group or the "PCA" group.

### **Determining the Championship Group**

The booklets with the lowest composite ranks advance to the Championship Round of evaluation. Paired Comparison Analysis (PCA) is used to break any ties near the desired 10<sup>th</sup> place cutoff point. For example, if the top first round composite ranks are 3, 3, 4, 5, 6, 7, 7, 7, 7, 8, 8 and 8, teams with ranks 3, 3, 4, 5, 6, 7, 7, 7 and 7 would advance automatically to the Championship Round. Booklets with ranks of 8 would be placed in PCA, with the "better" booklet of the tied booklets advancing to the Championship Round to complete the final round of 10 booklets to be scored.

*See description of PCA.*

### **Championship Round of Evaluation for the Top 10 Group**

In the Championship Round, three Composition readers independently evaluate the top ten booklets, assessing a rank to each. The Program Director of Kentucky approves the readers who evaluate in the Championship Round. Readers may not evaluate the Composition students they coach. At the conclusion of evaluation, the ranks of each booklet are added together, giving a total rank that determines final placement.

## Notes to the Reader

If you are reading this part of the *Composition Guide*, you have agreed to score one of the KAAC Composition Competitions in 2021-2022. As the nominated Reader from your school, you must understand that you are scoring award-winning writing for a rank and not classroom writing for a grade. Some scoring changes and scoresheet revisions have occurred to assist Composition competitors, coaches and readers to have a more consistent evaluation for the various levels of the KAAC events. No coach or immediate relative of a Composition student may be the reader in which the student participates except at the Governor's Cup State Finals. At Regional Governor's Cup, if the same person is designated to serve as both FPS evaluator and Composition reader, that person is prohibited from scoring both events in the same day. All booklets must be scored at the site of the Governor's Cup competition or an off-site location and time approved at the Planning Meeting. Booklets scored off-site must also be scored using a videoconference. If videoconferencing with the host school is not possible, then the reader can score at the host school.

The composition coach may not score at the District level or at the Regional event if the region is comprised of only three (3) Districts. A rule changed in 2018 for the purpose of having all booklets scored a minimum of three times in every Region. Also be aware that if you work exclusively with the elementary division of Governor's Cup as a Composition Coach or evaluator, you may not be the nominated official for Composition at the State Finals.

State Finals readers may also score off-site beginning as either 6:00 AM or 8:00 AM on Sunday morning while on a videoconference with the State Finals Composition Coordinator. No other start times are permitted. All Composition Readers are required to be able to access and download electronic scoresheets with an Excel program.

The KAAC Board of Directors have established and preannounced an event schedule for 2021-2022. The Form for each Composition event includes:

- JV Challenge— Argumentative
- Kentucky Colonels Sixth Grade Showcase— Argumentative
- Elementary Governor's Cup
  - District—Opinion
  - Region—Opinion
- Middle Grades & High School
  - District—Argumentative
  - Region—Argumentative
  - State—Argumentative



You must familiarize yourself with the KAAC Composition Scoresheet near the end of this guide. The 2021-2022 revised scoresheet is a sample of the electronic scoresheet descriptors and includes a range of scores for each sub-element. The scoresheet breaks down the scoring components of the three domains into three parts: Content, Structure and Conventions. Immediately upon reviewing the Composition scoresheet and Characteristics of the Genre, you will note the importance to the Characteristics of the Genre will have on the **student** writer. Students are instructed to write in the Genre designated by the prompt. Because the specified prompt for each level of competition is announced prior to competition, coaches and students have ample opportunity to practice the specified Genre. Because KAAC advocates honest scholarship, it is important to reward students who develop their ideas in a scholarly manner without fabricating

research. **If it is obvious that a student has fabricated research, the student should receive a lower score for purpose and idea development.** After scoring each of these traits, you, the Reader, will assign a Content Score. This score is the total number of points awarded for this domain. You are





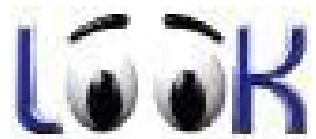
responsible for reading compositions from your assigned competition that are limited by the number of characters a student may type.

Depending on the connection to directives given in the prompt, students writing outside the directions may be scored lower in Purpose and Idea Development. Students will receive a score of 0 - 14 depending on how successfully they demonstrate mastery in maintaining a focused Purpose throughout; communicating with the specified Audience; in sustaining an appropriate Voice/Tone and Developing their Ideas.

The next section of the scoring guide, Structure/Part 2 assesses a student's ability to organize thoughts and words. Organization concerns the student's ability to present information in a logical manner. It includes how well a student establishes a Purpose, provides appropriate context when needed, and concludes the writing. The next element, Transitions, assesses a student's ability to use different transitional elements effectively. Numerous transitional elements based on the required genre (e.g., frequent paragraphing when appropriate, white space, chronological order flashbacks, insets, comparison/contrast, cause/effect, order of importance, reasons/examples) can be used to accentuate a student's writing. The final element in this domain is Sentence Structure or syntax. Sentence Structure scores should reveal how well students arrange words in a sentence to communicate their ideas. Writers who employ more sentence variety and demonstrate mastery with sentence construction will receive a higher score. After scoring each of these elements, you will assign a score for the Structure Component.



Conventions/Part 3, of the scoresheet assesses how well students can proofread their own work. In a competitive setting with time constraints, students who demonstrate control over surface features will receive higher scores than those who do not. The first trait identified within this Domain, Grammar, is concerned with how well students demonstrate control over grammatical issues such as subject-verb agreement, pronoun-antecedent agreement, preposition usage, misplaced modifiers, double negatives, etc. The next trait, Word Choice, assesses how acceptable and accurate the writer's word choice is. Students demonstrating advanced vocabulary skills or using more precise language will receive a higher score. The final trait of this domain is Correctness. If a student demonstrates control over punctuation, spelling, capitalization, he or she will receive a higher score in this part. Once you have assigned a numerical value to each of these elements, you will assign the score for Conventions.



As a Reader, it is your responsibility to assign scores but more importantly, you must provide feedback to the student to justify your score. Providing feedback has a much greater value than just providing the student with important information; it also provides you with the opportunity to reflect on the scores you are assigning. Remember the feedback you provide will be used by the student to improve his/her writing if he/she advances to the next level.

## Avoiding Reader Bias

Reader Bias has no place when scoring the Governor's Cup Composition competition. Before you begin to score any competitive booklets, please review the Composition Scoresheet for the rubric requirements and the Reader Bias reminders. As you begin to read each piece, remember that the prompt is the same for everyone; each student, however, will have a unique perspective. You are not to consider whether the viewpoint of each writer is right or wrong, but whether the direction chosen by the writer was supported throughout the composition. The overall purpose in scoring Composition at any level of competition is to ensure that each piece is scored consistently using the rubric so the top students receive the appropriate recognition.



Keep this in mind: this is competitive writing and not an assignment for a classroom. A coach needs to assist Composition students to be better writers. A coach is to provide young writers with the knowledge to distinguish among the various Genres used for this competitive event. A reader of competitive writing must know the impact of not fulfilling the requirement to write to a specific Genre. A coach should be sure students understand effective writing—dissecting the prompt to determine the proper audience, purpose, and Form is part of competitive writing. Students must also understand all requirements specified on the scoring rubric. Although a student may write a creative and informative Composition with many supporting facts, if the Composition ignores the directive within the writing instructions to the student, lower scores must prevail. The Reader must understand that ignoring this directive and rewarding creativity rather than adherence to the prompt creates a bias that may cause inflated scores to be awarded to writers lacking a connection to the directive given within the competitive prompt.

*Taken from the Kentucky Writing Handbook Part II: Scoring  
Adapted for use in the KAAC Composition Guidelines*

**Do not let the following biases affect your scoring:**

- **Length of the piece of writing**—The reader should only consider if the composition is complete. The size of a writer’s handwriting can be deceiving. The rubric does not dictate the length of a completed composition.
- **Presence and size of paragraphs**—Although paragraphs are a part of organization, students may select nontraditional ways to indicate paragraph changes. Do not penalize a student who uses these creative Formatting techniques if the techniques are appropriate to the task and Form. Also do not judge the value of the writing based on the length of the paragraphs. Paragraphs for an Editorial may be shorter than for other Forms.

**Examples of other biases to avoid:**

- ❖ **Personal reactions to the persona or tone of the writing** (e.g. “what a cute kid” or “how conceited!”)
- ❖ **Reactions to the content of the writing** (e.g., the writer’s values are not the same as the scorer’s, or the writer’s choice of overall theme for writing is unappealing to the scorer.) Many of KAAC’s topics are controversial. Evaluators must strive to evaluate a student’s writing on the merit of the student’s development of his or her opinion.
- ❖ **Idiosyncratic preferences or prejudices in style or usage** (e.g., the use of —“a lot,” or “that is”; clichés)
- ❖ **Deeply ingrained assessment standards from previous writing instruction experience** (three misspelled words means a piece will receive a low score in “Conventions” or “a paper that is error-free receives a really high score,” or expecting only a three-point-five paragraph.)

By now, you are probably feeling a little overwhelmed and wondering about how to organize or manage your scoring session. Numerous successful scorers of Composition have shared how they approach this task. Whereas no one way is better than another, here is one example as to how you might proceed. First read through the entire sample. Take notes on paper to help with recall about the positives and negatives of each submission. Once you have sorted made your notes, begin assigning scores on the score sheet. The ones with advanced skills should receive the highest scores.

When completing the electronic scoresheet, required entries are mandated on various tabs of the EXCEL Files. There is a SUMMARY tab, REVIEW tab, and BOOK tab for each booklet you are to score. You will receive an email from the host school with your login credentials and link to retrieve the booklets you are to score. A brief reminder about the various tabs and how to complete the scoresheets will be included All booklets must be scored...even those without titles.

On behalf of the nearly 4500 students who take part in our KAAC Composition, THANK YOU.

## **Characteristics of the Genre — Opinion (Elementary)**

- ❑ The writer develops an introduction that clearly establishes the purpose for writing.**
- ❑ The writer maintains focus throughout.**
- ❑ The writer's introduction includes a clearly worded opinion statement.**
- ❑ The writer's introduction immediately engages the reader.**
- ❑ The writer selects the correct tone to employ in his/her writing and maintains that tone throughout the writing.**
- ❑ The writer selects relevant information from the prompt to include in his/her writing.**
- ❑ The writer is able to develop information taken from the prompt and elaborate on this information.**
- ❑ The writer includes original ideas to expand on any information taken from the prompt.**
- ❑ The writer presents his/her ideas in a logical manner.**
- ❑ The writer uses various types of supports to develop his/her purpose: cause/effect, details, stories, examples, specific facts, prior knowledge, analysis, quotations, evaluation, etc.**
- ❑ The writer effectively uses transitional elements to present his/her ideas.**
- ❑ The writer uses topic sentences to present his/her major points.**
- ❑ The writer develops one major point in each of his/her supporting paragraphs as appropriate.**
- ❑ The writer anticipates counterarguments and when appropriate, responds to them.**
- ❑ The writer links ideas within and across categories of information using words, phrases, and clauses to guide the reader through the text and clarify the relationship of ideas, or opinions, arguments.**
- ❑ The writer includes a conclusion that refocuses on the purpose.**

## **Characteristics of the Genre — Argumentative**

- ❑ **The writer creates an introduction that contains a clearly defined claim that establishes the tone and direction for the rest of the essay**
- ❑ **The writer's introduction will immediately engage the reader.**
- ❑ **The writer establishes “common” ground with the reader by referring to relevant/pertinent information from the writing prompt. Advanced writers may be more subtle in incorporating relevant information from the prompt.**
- ❑ **The writer's development of ideas is coherent and logical.**
- ❑ **The writer uses effective organizational strategies to present his/her ideas (e.g., cause/effect; comparison/contrast; order of importance; rhetorical devices such as anaphora, epistrophe, epizeuxis).**
- ❑ **The writer effectively uses logical, ethical, and emotional appeals to support his/her position.**
- ❑ **The writer uses various strategies to develop his/her appeals: opinions, analogies, cause and effect, classification, comparison and contrast, definitions, narratives, facts, examples, rules of behavior, prior knowledge.**
- ❑ **The writer considers opposing viewpoints and addresses counterclaims. High-quality argumentative writing presents objections to the writer’s claim and then responds to them logically. Writers will rebut and explain why counterclaims are invalid if appropriate.**
- ❑ **The writer develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases**
- ❑ **The writer uses precise language, topic-specific vocabulary, techniques such as metaphor, simile and analogy to manage the complexity of the topic**
- ❑ **The writer contains a conclusion that refocuses on the purpose by asking for a call to action, providing a solution to the problem, or a means with which the reader could implement the solution. The writer may provide reasons why the writer’s position is the most valid, tell what would happen if the position is not accepted, tell why the issue is important, or project an outcome.**

## Using the Writer's Reference Sheet

The following page may be used to prepare students for the competitive composition event of Governor's Cup. Coaches may use this document as a simple and quick review of the writing model and Forms for the competitions. **The Writer's Reference Sheet may not be used during the competition by the students.** Students may use a dictionary and/or thesaurus during any level of the Governor's Cup composition competition.

***Adopted by KDE for students to prepare for state on-demand writing***

### The Writer's Reference Sheet

**Follow the steps below to help you successfully write your composition.**

#### Focusing

- Read the task to identify your purpose and audience and the genre of writing you should use.
- Think about information you may have (personal experiences, current issues, and your knowledge about the topic) that will help you fulfill the purpose in your response to the task and meet the needs of the audience.

#### Prewriting

- After reading the task and focusing your thinking, begin to plan what you will write.
  - Select and narrow your topic.
  - Focus on your purpose by identifying a central/controlling idea.
  - Identify your audience's needs.
  - Generate and organize your ideas and support. (You may use graphic organizers.)

#### Drafting

- Write a first draft of your response to the task on paper provided.

#### Revising

- Be sure to review your writing for the following:
  - Focus and attention to purpose and audience.

- Development of ideas, details, and support.
- Clear organization, with transitions as necessary
- Varied sentence structure.

#### Editing

- ❖ Review your writing and correct any errors in sentence structure, word choice, punctuation, capitalization, and spelling.

#### Publishing

- ❖ The final draft of your response must be written in your competition booklet.

**As you revise, ask yourself these important questions.**

#### When I organized my writing, did I

- include an attention-getting lead (such as a quote, a question, or a statement)?
- develop the body (with supporting details, transitions, and paragraphs)?
- conclude effectively (by referring back to the lead, asking the audience to take action, leaving the audience something to think about, etc.)?

## Elementary Governor's Cup Composition Opinion Prompt Example



**You have forty-five (45) minutes to complete the following writing activity.** You must write in the booklet provided using either pen or pencil. You may keep the prompt and pen or pencil after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

In January, the United States Department of Agriculture (USDA) released new guidelines for school lunches, the first major change in 15 years. Under the new guidelines, schools would be required to cut sodium by more than half, use more whole grains and serve low fat milk. Starchy vegetables will be limited to one cup per week – which means no French fries every day. This is an attempt to help students learn healthier eating habits because approximately 20% of children are obese and consume more than half of their calories at school. But, for the guidelines to be successful, students must be involved. Marion Nestle, a professor of nutrition at NYU and the author of "What to Eat", said, "...the best school lunch programs work with the kids very closely...".

**Writing Task:** Write an essay in which you give your opinion and discuss what foods or dishes best meet the new USDA guidelines. Consider foods that will also satisfy students' choices for favorite foods and things to eat. Be sure to support your essay with details and consider all sides of the issue in what must be selected in order to meet the guidelines.

To avoid identifying yourself, you must write using "fake" information. Pretend that you are Hunter Harper from the town of Hammondsburg, Kentucky if necessary.

### **INSTRUCTIONS:**

**Do not identify yourself or your school in your composition or you will be disqualified! Use the "fake" information provided above, and don't name anyone or anything in your booklet that might reveal your true identity.**

Write your **ID number** in the space provided on the booklet. Double-check the ID number with your card. There is no reward for a long booklet or penalty for a brief booklet, unless your writing is incomplete. You may use a dictionary and/or thesaurus. **Use your best handwriting.** You may use scrap paper to develop a rough draft, but **your finished work must be written entirely on this booklet. You may only use the front and back of this booklet; you cannot submit additional pages.** Allow enough time for any rewriting tasks. You may keep the Governor's Cup pen and prompt when you are finished.

KAAC reserves the right to publish without author consent materials submitted as part of a KAAC competition.

## Middle Grades or High School Governor's Cup Composition Argumentative Essay Prompt Example



**You have ninety (90) minutes to complete the following writing activity.** You must write in the booklet provided using pen or pencil, but a pen is recommended. You may keep the pen after the event is over. Use your best handwriting.

Your writing will be evaluated using the following criteria:

- **Content:** Genre, Purpose, Audience Awareness, Voice, Idea Development
- **Structure:** Organization, Transitions, Sentence Structure
- **Conventions:** Grammar, Word Choice, Correctness

**Writing Situation:** In the past few years, non-traditional instruction days have been approved in school districts to allow teachers and students to complete lessons despite circumstances of inclement weather (snow, for instance) or emergencies that prevent school from being in session on those particular days. The premise is that teachers prepare instructional materials for students to take home, and during the days missed from school, students must complete the assignments/lessons that have been assigned from each teacher throughout the day despite school being out of session in the traditional sense. By doing this, attendance is conducted by the response rate of the students, and if a certain quota of students have been documented as completing the assignment(s) on each missed school day, then each of those days can serve as a non-traditional instruction day that substitutes for each actual in-school day that was missed. In effect, that day of missing school in the traditional sense would not have to be added at the end of the school year.

In some cases, online instruction can be arranged for students on these non-traditional instruction days. Some instructors are even able to set up lessons on YouTube or through video conference calls. For students without online access, physical handouts and packets are used. Regardless, all non-traditional instruction day activities and lessons are affirmed via lesson plans and appropriate Department-of-Education-approved forms of documentation.

The non-traditional instructional day does not come without its share of concerns, however. Do students receive enough proper instruction during these out-of-school days? What are students' current responses to working on days that were traditionally dubbed as "snow days?" What about the general public's perception?

### **Writing Task:**

Write an argumentative essay in which you agree or disagree with the premise of implementing non-traditional instruction days in order to limit the amount of school days that might get added to the end of the school year due to inclement weather or emergencies. Take into consideration both sides of the argument.

### **INSTRUCTIONS:**

**Do not identify yourself or your school in your composition or your composition will be disqualified!** Write your **ID number** in the space provided on the booklet. Double-check the ID number with your card. There is no reward for a long booklet or penalty for a brief booklet, unless your writing is incomplete. You may use a dictionary and/or thesaurus. **Use your best handwriting.** You may use scrap paper to develop a rough draft, but **your finished work must be written entirely on this booklet. You may only use the front and back of this booklet; you cannot submit additional pages.** Allow enough time for any rewriting tasks. You may keep the Governor's Cup prompt when you are finished.

**KAAC reserves the right to publish without author consent materials submitted as part of a KAAC competition.**

# **Composition Scoresheet**

**This is not the official scoresheet.  
This copy is in word format and not the  
official Excel Scoresheet.**

The electronic scoresheet can be downloaded from the [KAAC.com](http://KAAC.com) website.

All scores will be entered into the scoring program through the upload by the readers.



# KAAC COMPOSITION SCORESHEET

Student Code # \_\_\_\_\_ All Events

Reader 5-Digit Code \_\_\_\_\_

Section/District/Region # \_\_\_\_\_

Composition title or opening phrase: \_\_\_\_\_  
(for identification purposes only)

**Readers, please do not leave the scoring site until:**

1. Feedback to the student has been completed, and
2. ALL totals and ranks have been reviewed by the Composition Coordinator.
3. NO TWO BOOKLETS MAY RECEIVE THE SAME SCORE OR RANK.

OVERALL SCORE	
CONTENT/Part 1	(2-56)
STRUCTURE/Part 2	(3-39)
CONVENTIONS/Part 3	(3-30)
TOTAL	
RANK: _____ of _____ booklets	

Circle one score in each row on the scoresheet.

CONTENT Part 1	Range 0	Range 1	Range 2	Range 3	Range 4	Range 5
<b>Purpose</b>	Demonstrates <i>no focus</i> on specified prompt <b>0</b>	Attempts to establish a <i>broad purpose</i> but fails to develop a focus <b>1</b>	Establishes a <i>general purpose</i> but contains <i>frequent lapses</i> <b>2 3</b>	Establishes and maintains a <i>narrowed</i> purpose, occasional lapses <b>4 5 6</b>	Establishes and maintains an <i>authentic</i> focused purpose throughout <b>7 8 9 10</b>	Establishes and maintains an authentic <i>insightful</i> focused purpose throughout <b>11 12 13 14</b>
<b>Audience Awareness</b>	Addresses <i>incorrect</i> audience by ignoring the prompt <b>0</b>	<i>Attempts</i> to communicate with the audience but <i>fails to satisfy</i> audience needs <b>1</b>	<i>Addresses</i> the needs of the audience with <i>frequent lapses</i> <b>2 3</b>	Demonstrates some awareness of audience's <i>unique needs; loses sight</i> of audience on occasion <b>4 5 6</b>	<i>Maintains</i> an <i>awareness</i> of the audience's unique needs <b>7 8 9 10</b>	Engages audience through a <i>strong awareness</i> of audience's needs <b>11 12 13 14</b>
<b>Voice/Tone</b>		Demonstrates <i>inappropriate</i> or <i>offensive</i> tone or voice for intended audience <b>1</b>	Demonstrates <i>incorrect voice</i> and/or tone for intended audience <b>2 3</b>	Demonstrates voice and/or appropriate tone with <i>occasional lapses</i> <b>4 5 6</b>	Conveys voice and/or <i>appropriate tone</i> <b>7 8 9 10</b>	Sustains <i>distinctive voice</i> and/or appropriate tone <b>11 12 13 14</b>
<b>Idea Development</b>		Provides <i>little purposeful</i> development of ideas <b>1</b>	Demonstrates <i>limited idea</i> development with few details and/or weak support <b>2 3</b>	Demonstrates some idea development with <i>relevant details/support</i> <b>4 5 6</b>	Demonstrates depth of idea development with <i>specific, sufficient details/support</i> <b>7 8 9 10</b>	Demonstrates <i>reflective, analytical</i> and/or <i>insightful</i> idea development <b>11 12 13 14</b>

If statistics or research has been cited, does it appear valid? \_\_\_Yes \_\_\_No

If you answered "No", refer to your *Governor's Cup Composition Guide*.

**Feedback:**

<b>Purpose</b>	
<b>Audience Awareness</b>	
<b>Voice/Tone</b>	
<b>Idea Development</b>	
<b>CONTENT/PART 1 TOTAL</b>	

2021-2022

Circle one score in each row on the scoresheet.

Student Code # \_\_\_\_\_

<b>STRUCTURE Part 2</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>
<b>Organization</b>	Demonstrates <i>no</i> organizational structure <b>1</b>	Demonstrates ineffective or <i>weak</i> organization, placing ideas in no logical order <b>2 3</b>	Demonstrates <i>logical</i> organization with lapses in coherence <b>4 5 6</b>	Demonstrates consistent, <i>logical, coherent organization</i> , presenting ideas in a logical progression <b>7 8 9</b>	Demonstrates <i>careful</i> and/or <i>subtle</i> organization that enhances the purpose and guides the reader <b>10 11 12 13</b>
<b>Transition</b>	<i>Lacks</i> transitional elements <b>1</b>	Demonstrates <i>simple</i> and <i>infrequent</i> transitions <b>2 3</b>	Demonstrates some <i>effective</i> transitional elements, relies mostly on simple transitions <b>4 5 6</b>	Demonstrates <i>logical</i> , effective transitional elements <i>throughout</i> <b>7 8 9</b>	Demonstrates varied and <i>subtle</i> transitional elements throughout that connect ideas and <i>guide</i> the reader <b>10 11 12 13</b>
<b>Sentence Structure</b>	Demonstrates <i>incorrect</i> sentence structure throughout <b>1</b>	Demonstrates some <i>ineffective</i> or <i>incorrect</i> sentence structure <b>2 3</b>	Demonstrates simple sentences; <i>attempts more complex sentences</i> but lacks control of sentence <b>4 5 6</b>	Demonstrates <i>control</i> and <i>variety</i> in sentence structure <b>7 8 9</b>	Demonstrates control, variety and <i>complexity</i> in sentence structure to enhance meaning <b>10 11 12 13</b>
<b>Feedback:</b>					<b>Organization</b>
					<b>Transition</b>
					<b>Sentence Structure</b>
					<b>STRUCTURE/PART 2 TOTAL</b>

<b>CONVENTIONS/Part 3</b>	<b>Range 1</b>	<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	
<b>Grammar (Agreement, pronoun usage, participles, preposition usage, misplaced modifier, etc.)</b>	Demonstrates <i>lack</i> of control in grammar and usage <b>1</b>	Demonstrates <i>some control</i> of grammar and usage with <i>some errors</i> that do not interfere with communication <b>2 3</b>	Demonstrates <i>control</i> of grammar and usage <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of grammar and usage to <i>enhance meaning</i> <b>7 8 9 10</b>	
<b>Word Choice</b>	Demonstrates <i>incorrect</i> or ineffective word choice <b>1</b>	Demonstrates <i>simplistic</i> and/or <i>imprecise</i> word choice <b>2 3</b>	Demonstrates <i>acceptable</i> word choice <i>appropriate</i> for audience and purpose <b>4 5 6</b>	Demonstrates <i>accurate, rich</i> and/or <i>precise</i> word choice appropriate for audience and purpose <b>7 8 9 10</b>	
<b>Correctness (Punctuation, capitalization, spelling, etc.)</b>	Demonstrates <i>lack</i> of control in correctness <b>1</b>	Demonstrates <i>some</i> control of correctness <b>2 3</b>	Demonstrates control of correctness <i>relative to length and complexity</i> <b>4 5 6</b>	Demonstrates control of correctness to <i>enhance</i> communication <b>7 8 9 10</b>	
<b>Feedback:</b>					<b>Grammar</b>
					<b>Word Choice</b>
					<b>Correctness</b>
					<b>CONVENTIONS/PART 3 TOTAL</b>

Complete the "Overall Score" grid on page one.

## **Outlier Modification—FPS and Composition**

Enter Composition Scores  
**McAllen Outlier TEST**  
 Verify Future Problem Solving Results

[Return to FPS Menu](#)

If you see equal combined ranks but one booklet placed higher than the other, judges' preference has been used to break the tie.

ID #	School	Judge Evaluator1	Judge Evaluator2	Judge Evaluator3	Judge Evaluator4	Judge Evaluator5	Total Rank	Place	Points
005	ZTestSchool14	1	1	1	2 (3)	1	6	1	8
004	ZTestSchool4	2	2	2	2	3 (5)	11	2	5
003	ZTestSchool3	3	3	3	1	2	12	3	3
002	ZTestSchool2	4	4	4	4	3	19	4	1
001	ZTestSchool1	5	5	5	5	4	24	5	0

Save These Results

**The outlier rank is shown in parentheses next to the adjusted rank. The adjusted rank is also in red. In this example, booklet 004's Total Rank was adjusted down by 2 points, which gave them second place. The validity of the outlier adjustment is confirmed by judges' preference, in which 3 of the 5 evaluators preferred 004 to 003.**

### Criteria and Methodology

1. The outlier system is not implemented with fewer than three readers. To qualify as an outlier, a rank must be more than twice the next highest rank.
2. Adjusted rank is calculated by taking the average of the non-outlier ranks, adding the outlier rank, and dividing by 2. All decimals are dropped.

## **PCA—STATE FINALS**

# Paired Comparison Analysis

## Form 1

Compare the individual steps of each booklet. For each Part, place a checkmark for each of the sub-titles under the booklet number that scores higher and total the number of checkmarks for each booklet. Total the scores. The booklet with the higher total score is compared to the next booklet in the sample. Write the number of the advancing booklet in the space provided. Write the number of the comparison in the space provided. For example, if this is the first comparison in the round, write "1."

Circle division:    M    H                      Comparison # \_\_\_\_\_

**Booklet #** \_\_\_\_\_  
\_\_\_\_\_

**Booklet #**

Purpose \_\_\_\_ Audience Awareness \_\_\_\_  
Awareness \_\_\_\_  
Voice/Tone \_\_\_\_ Idea Development \_\_\_\_  
Development \_\_\_\_

Purpose \_\_\_\_ Audience  
Voice/Tone \_\_\_\_ Idea

= \_\_\_\_\_ Part 1 \_\_\_\_\_ = \_\_\_\_\_

\*\*\*\*\*

Organization \_\_\_\_ Transition \_\_\_\_ Sentence Structure \_\_\_\_  
Structure \_\_\_\_

Organization \_\_\_\_ Transition \_\_\_\_ Sentence

= \_\_\_\_\_ Part 2 \_\_\_\_\_ = \_\_\_\_\_

\*\*\*\*\*  
\*\*\*\*\*

Grammar \_\_\_\_ Word Choice \_\_\_\_ Correctness \_\_\_\_  
Correctness \_\_\_\_

Grammar \_\_\_\_ Word Choice \_\_\_\_

= \_\_\_\_\_ Part 3 \_\_\_\_\_ = \_\_\_\_\_

Grammar \_\_\_\_ Word Choice \_\_\_\_ Correctness \_\_\_\_

= \_\_\_\_\_ Overall \_\_\_\_\_ = \_\_\_\_\_

One point to the BEST Booklet Overall

**Total Score** \_\_\_\_\_

**Total Score** \_\_\_\_\_

Advancing Booklet: \_\_\_\_\_

Your Booklet #

# COMPOSITION-STATE FINALS PCA COVER SHEET

Preliminary Composite  
Total

For each comparison write the number of the booklet against which this booklet is compared in the space provided. After the PCA has been completed, check the appropriate box stating whether this booklet scored higher or lower than the booklet to which it was compared.

*Comparison Rounds are listed to help identify beginning and final placement.*

<b>1. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>8. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>2. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>9. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>3. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>10. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>4. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>11. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>5. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>12. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>6. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>13. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>
<b>7. Compared to booklet #</b> _____ Comparison Round # _____	<b>Your booklet scores</b> Higher <input type="checkbox"/> Lower <input type="checkbox"/>	<b>FINAL RANK OF THIS BOOKLET</b>  Rank _____ of _____	

## **WORKS CITED**



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## Calendar and Deadlines for Governor's Cup & FPS Component Events

*If you disregard these deadlines, you may make your team ineligible for some or all Governor's Cup events.*

**Deadline to CONFIRM Governor's Cup Participation for MG or HS is October 15<sup>th</sup>; EL is November 8<sup>th</sup>**

### Elementary Governor's Cup

**Deadline for Sending FPS Booklets to KAAC to Request Official or Coach Certification Numbers – Dec. 12**

ASAP Online Student Entry Period – Dec. 13 to Wed. Jan 26

Deadline for Entering Student Names Online – Wednesday, Jan. 26

Deadline to for District Host to receive District Entry Form – Wednesday, February 2

District--Coaches' Planning Meeting - Thursday, February 3

**District--Future Problem Solving and Composition - Tuesday, February 8**

**District--Assessment, Quick Recall, Awards - Saturday, February 12**

Deadline for Confirming Students for Regional Online - Midnight Wed., February 16

Regional--Coaches' Planning Meeting - Thursday, February 24

**Regional--Future Problem Solving and Composition - Monday, February 28**

**Regional-- Assessment, Quick Recall, Awards - Saturday, March 5**

### Middle Grades Governor's Cup

**Deadline for Sending FPS Booklets to KAAC to Request Official or Coach Certification Numbers – Dec. 12**

ASAP Online Student Entry Period – Dec. 13 to Jan. 5

Deadline for Entering Student Names Online - Wednesday, January 5

Deadline to for District Host to receive District Entry Form – Wednesday, January 5

District--Coaches' Planning Meeting - Thursday, January 6

**District--Future Problem Solving and Composition - Tuesday, January 11**

**District--Assessment, Quick Recall, Awards - Saturday, January 15**

Deadline for Confirming Students for Regional Online - Midnight Wednesday, January 19

Regional--Coaches' Planning Meeting - Thursday, January 27

**Regional--Future Problem Solving & Composition - Monday, January 31**

**Regional--Assessment, Quick Recall, Awards - Saturday, February 5**

Deadline for Confirming Students for State Online - Midnight Wed., Feb. 9

**Governor's Cup State Finals- March 18-21, Galt House, Louisville—Schedule TBA**

### High School Governor's Cup

**Deadline for Sending FPS Booklets to KAAC to Request Official or Coach Certification Numbers – Dec. 12**

ASAP Online Student Entry Period – Dec. 13 to Jan. 12

Deadline for Entering Student Names Online – Wednesday, January 12

Deadline to for District Host to receive District Entry Form – Wednesday, January 12

District--Coaches' Planning Meeting - Thursday, January 13

**District--Future Problem Solving and Composition - Tuesday, January 18**

**District--Assessment, Quick Recall, Awards - Saturday, January 22**

Deadline for Confirming Students for Regional Online - Midnight Wednesday, January 26

Regional--Coaches' Planning Meeting - Thursday, February 10

**Regional--Future Problem Solving & Composition - Monday, February 14**

**Regional--Assessment, Quick Recall, Awards - Saturday, February 19**

Deadline for Confirming Students for State Online - Midnight Wed., Feb. 23

**Governor's Cup State Finals- March 18-21, Galt House, Louisville—Schedule TBA**