ACSI Student Leadership & Learning

Enriching Experiences Beyond the Classroom

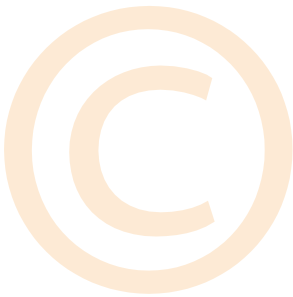## CREATIVE WRITING FESTIVAL JUDGE PACKET

2023-24

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Important Information

THANK YOU for volunteering to serve as an **ACSI Creative Writing Festival Judge!**

Your labor of love in Christ's name is truly appreciated. The ACSI Student Leadership & Learning (SL&L) team is here to help you in every way possible. Please don't hesitate to ask for assistance.

ACSI Student Leadership & Learning partners with K-12 schools and universities globally to advance the educational mission for students by providing enrichment and experiential events beyond the classroom, which equip students with valuable skills such as creative thinking, problem-solving, leadership, and service. Through participation, students discover their talents, reinforce their biblical worldview, and increase their cultural influence for Jesus.

Judging Guidelines

- Carefully review the information in the Judge's Packet (*Judging Guidelines, Judge's Instructions | ACSI Student E-vents, Category Requirements and Criteria, Sample Evaluation Forms*).

- Please note that the ACSI Creative Writing Festival is not a competition. Entries are adjudicated based on a rubric rather than directly compared to other works.

- Two judges will evaluate each entry.

- Once the Chairperson notifies you that the judging round is open, you will have approximately ten days to judge the entries assigned. Log into *ACSI Student E-vents* to view your assignments and start judging.

- Note: If you are a parent assigned to judge your child's entry, you must recuse yourself by checking the box that says, "Declare conflict of interest." If you do so, email the Chairperson to reassign the entry. Unless you are the student's parent, please do not recuse yourself.

- Start by reading each entry before beginning the online evaluation process. As you read, consider the grade level of the student author.

- If an entry's title, topic, or content is questionable, please get in touch with the Chairperson before completing the evaluation process. While works are not required to have a spiritual nature or application, we encourage wholesome writing and need content consistent with a biblical worldview. Topics such as violence, dark magic or occult, abuse, suicide, gender identity, and sexual orientation are only acceptable if the entry portrays a biblical perspective or has a redemptive end.

- Deduct points for grammar, punctuation, and spelling errors (zero to five points).

- Ribbons will be awarded based on the following scale for all categories: **Superior** 65-58 points, **Excellent** 57-46 points, **Good** 45-32 points. Ensure that the final rating (Superior, Excellent, Good) matches your opinion of the piece. Adjust points if you feel the entry should receive a higher or lower rating.

- Review the judging results of the first three or four entries and adjust the scores if you started out being too critical or lenient. When making a borderline decision, give the student the benefit of the doubt.

- Please provide high-quality feedback in the comments sections. Your constructive and positive feedback can inspire students to improve their writing skills. Before clicking the "Save" button, proofread your comments for grammar, punctuation, and spelling errors.

- Review the entries that received a Superior rating. Identify the entry or entries you recommend for the Notable Superior Gallery, and email the entry information (Student Name, Grade, Category, Title) to your Chairperson.

- After you finish scoring the entries assigned to you, email the Chairperson. If there is an issue with the scoring or your comments, the Chairperson may ask you to log in and edit an entry.

Judge's Instructions | *ACSI Student E-vents*

Log in to your *ACSI Student E-vents* User Account

Note: The Chairperson will email you when the judging round is open. Please do not log in to *ACSI Student E-vents* until you receive the email.

Go to **https://acsistudentleadership.awardsplatform.com**.

The Student Leadership & Learning team will create user accounts for volunteer judges who do not also serve as an event Chairperson or School Coordinator. If you are logging in to *ACSI Student E-vents* for the first time, select **Forgot Password** and enter your email address. This will send a login link to your inbox, allowing you to bypass the initial password step and get you straight into the system. Once logged in, go to your user profile and create an account password.

Note: If you do not receive an email in your inbox, check your junk mail folder. If it is not there, it may be that an incorrect email address was entered. Email your Chairperson if that's the case.

Judge Assigned Entries

If your Student Leadership & Learning E-vents account has only been assigned the role of Judge, you will automatically view **Judge Entries** when you log in. If your account has additional roles assigned, such as Entrant or Chairperson, go to **Entries** and then **Judge Entries**.

To begin judging, click on the name of an individual entry and follow these instructions:

1. Scroll down to find the "Attachments" section and click the PDF to open it. You may choose to view or print the entry. If you decide not to print, please keep scratch paper nearby to note your thoughts and scores.

2. Once the PDF has been reviewed, scroll back to the top of the screen to verify the word count and give **scores** for each criterion. If there are no **deductions**, mark "0" in the space provided to save the form correctly.

3. Comments under each judging criterion are optional but highly recommended. Providing feedback for each criterion can help the student improve.

4. A summary comment at the end of the entry is required. Be mindful of the student's age and provide constructive criticism and encouragement. Please proofread your comments for grammar, punctuation, and spelling errors.

5. Click **Save+close** (not Save+next) to return to your list of assigned entries. Confirm the status of the entry. If it is marked as "In progress," ensure that you have entered a score for each criterion, entered a "0" if no deductions were given, and clicked the "Save" button after completing the final Comment section. If it is marked as "Complete," proceed to judge the next entry.

Note: If you are a parent assigned to judge your child's entry, you must recuse yourself by checking the box that says, "Declare conflict of interest." If you do so, email the Chairperson to reassign the entry. Unless you are the student's parent, please do not recuse yourself.

Nominate Notable Superiors

Review the entries that received a Superior rating (65-58 points). Identify the entry or entries you recommend for the Notable Superior Gallery, and email the entry information (Student Name, Grade, Category, Title) to your Chairperson.

Category Requirements

Short Story – This story may deal with a spiritual or historical personality, theme, or idea. The writer must stay within the bounds of moral and acceptable subject matter. The characters may be from any era. The story may take on any genre, including but not limited to fantasy, mystery, or comedy. It may also be based on real-life events. A story should have a clear beginning and end, involve conflict, and contain a climax. Every word (including "a," "an," and "the") is considered part of the word count.

The following word counts are required (*the title should not be included in the word count*):
Grades 4-5:   300-800 words
Grades 6-8:   600-1,600 words
Grades 9-12:   900-2,400 words

Essay – Essay writing requires a pertinent theme. The writer should develop a definition, concept, or idea that may be controversial but should reflect moral and spiritual values. An essay should be structured with an introduction, a body including two to five points, and a conclusion. Every word (including "a," "an," and "the") is considered part of the word count.

The following word counts are required (*the title should not be included in the word* count):
Grades 4-5   300-800 words
Grades 6-8   600-1,600 words
Grades 9-12   900-2,400 words

Rhymed Poetry or **Free Verse Poetry** – Topics may include nature, spiritual concepts, and the feelings and attitudes of people. The poem should evoke thoughts, imagination, and emotions and be written in a clear and consistent style that reflects its theme. Every word (including "a," "an," and "the") is considered part of the word count.

The following word counts are required (*the title should not be included in the word count*:
Grades 4-5   25-150 words
Grades 6-8   25-300 words
Grades 9-12   25-600 words

Note: Haiku is not an option for the poem category.

Song Lyrics – When a poem or other lyrical words are set to music, it is considered a song. The piece should be written with the understanding that it will be sung. The song's theme should be clear, and topics may include praise, worship, love, nature, or any other related themes. The song should evoke the listener's emotions. Except for the choruses, every line is considered part of the line count. Choruses will only be counted once in the line count. Music does not need to accompany the lyrics.

The following length is required for all grade levels (*not counting the title*): 12-32 lines

Playwriting – Plays are dramatic works that are meant to be acted out. When writing a play, it is essential to have a clear theme in mind and to follow the principle outlined in Philippians 4:8 (NIV): "Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things."

The following lengths are required:

Grades 4-5   1-2 acts, 1-3 scenes per act
Grades 6-8   1-2 acts, 2-6 scenes per act
Grades 9-12   2-3 acts, 3-6 scenes per act

Short Story Criteria

Entries are submitted by category and level. Since they are so different, it is easy to distinguish between categories (Short Story, Essay, Rhymed Poetry, Free Verse Poetry, Song Lyrics, and Playwriting). However, it is more difficult to distinguish between levels (Grades 4-5, Grades 6-8, and Grades 9-12). A fourth grader's work quality should be different from that of a twelfth grader. A brief description is provided below to help students, teachers, and judges understand the different expectations for each level.

	Level 1 (Grades 4-5)	**Level 2** (Grades 6-8)	**Level 3** (Grades 9-12)
Word Count	300-800 words	600-1600 words	900-2400 words
Originality	Does the story go beyond being predictable and trite at any point?	Is the story creative in its introduction of characters and themes? Does the story go beyond being predictable and trite in general?	Is it true to life and the writer's experience, or has there been enough research for it to be true to life?
Development	Does the story "go anywhere" with the conflict?	Does the conflict become intensified by complications before being resolved?	Does the conflict become intensified by complications before being resolved? Does the story flow together in such a way that the reader can follow the development? Can the theme be seen, and is it developed in such a way that the reader knows that there is one but that it's not obtrusive?
Logical, believable plot	Although there may be many elements of fantasy or unlikely coincidence, does the essence of the action seem plausible?	Although there may be many elements of fantasy or unlikely coincidence, does the essence of the action and characters' motivations seem plausible? Are primary concepts communicated through the characters' thoughts, speech, and actions rather than through exposition?	The same as for Grades 6-8. Stories should communicate their main ideas by showing rather than telling.
Character Development	Does any character stand out as an individual in any way?	For any character, do clearly developed character traits affect the person's actions and conversation? Are the characters dynamic? Does each character stand out as an individual? Strive to use round characters instead of flat characters.	The same as for Grades 6-8. Plus: Are the sub-characters developed in such a way that they have individuality and support the main characters?
Conflict Resolution	Is there a central conflict? Identify the type of conflict, i.e., internal vs. external conflict. Does the ending of the story bring some closure to the conflict?	Is there a central conflict? Does the ending of the story bring satisfying closure to the conflict?	Is there a central conflict? Is there a clear purpose to the end of the story?
Setting	Is the setting clearly established? Does the setting fit the story?	Does the setting add something to the story? Is the setting consistent regarding general place and time?	Is the setting clearly created to give the reader a vivid mental picture? Is it realistic according to the characters and the time?
Dialogue	Is there inclusion of dialogue?	Is the dialogue realistic?	Is the dialogue realistic? Plus: Is the dialogue engaging?

Essay Criteria

Entries are submitted by category and level. Since they are so different, it is easy to distinguish between categories (Short Story, Essay, Rhymed Poetry, Free Verse Poetry, Song Lyrics, and Playwriting). However, it is more difficult to distinguish between levels (Grades 4-5, Grades 6-8, and Grades 9-12). A fourth grader's work quality should be different from that of a twelfth grader. A brief description is provided below to help students, teachers, and judges understand the different expectations for each level.

	Level 1 (Grades 4-5)	**Level 2** (Grades 6-8)	**Level 3** (Grades 9-12)
Word Count	300-800 words	600-1600 words	900-2400 words
Concepts	Is there one main idea that controls the essay?	Is there one main idea that each paragraph addresses and develops?	Is the main idea developed, and does it flow from paragraph to paragraph? Does each paragraph pick up the main idea and use supportive statements to keep the idea going? Is it built in an organized fashion?
Creative	At any point, is something fresh expressed about an idea?	Is the main idea fresh and significant?	Is the writer doing their own thinking? Have they digested it and rethought it? Is the writer giving the reader something new?
Introduction	Does the essay have a clear beginning point?	Does the essay have a clear beginning point that lets the reader know the purpose and topic of the essay?	The same as Grades 6-8. Plus: Is the thesis of the essay communicated effectively and concisely?
Purpose	Is the writer's purpose detectable?	Is the writer's purpose clear and accomplished?	The same as for Grades 6-8. Plus: Did the writer make their point? Does the reader begin to think in a new light because of the information in the essay?
Organization	Is there a detectable flow of thought?	Is there a detectable and effective flow of thought?	Is there a logical progression of ideas to support the main theme? Is each paragraph important, or is it just filling? Is the excess cut out? Are there smooth transitions from one paragraph to the next?
Conclusion	Does the conclusion bring the idea to a close?	Does the conclusion enhance the essay?	Does it restate the purpose/ theme? Is it similar to the introduction but rewritten with a catchy ending? Does it demand interaction with the theme? Will it encourage the reader to incorporate the writer's intent into the reader's world? Is there an application of the theme?
Technique	Does the essay conform to the expectations of a single essay genre: expository, descriptive, narrative, or persuasive? Does the essay use techniques appropriate to its genre?	Same as grades 4-5. Plus: Does the essay effectively use techniques appropriate to its genre?	The same as Grades 6-8. Plus: Does the essay use techniques appropriate to its genre in an effective and polished manner?

Poetry | Rhymed Verse and Free Verse Criteria

Entries are submitted by category and level. Since they are so different, it is easy to distinguish between categories (Short Story, Essay, Rhymed Poetry, Free Verse Poetry, Song Lyrics, and Playwriting). However, it is more difficult to distinguish between levels (Grades 4-5, Grades 6-8, and Grades 9-12). A fourth grader's work quality should be different from that of a twelfth grader. A brief description is provided below to help students, teachers, and judges understand the different expectations for each level.

	Level 1 (Grades 4-5)	**Level 2** (Grades 6-8)	**Level 3** (Grades 9-12)
Word Count	25-150 words	25-300 words	25-600 words
Rhyme	The poem should achieve most of the rhymes with words that fit the meaning of the sentences.	Does the poem achieve consistent rhyme without forcing or sacrificing meaning?	If rhyme is used, is it an intentionally effective pattern? If it's free verse, is it effective? Does it create an internal sense in the reader that this is poetry?
Meter	Do the lines move relatively smoothly?	Do the lines flow smoothly without inappropriate awkwardness?	Is it consistently used? If free verse, is the pattern broken intentionally and not sloppily?
Literary Devices	The poem should create a word picture through vivid description, simile, metaphor, or another device.	Are similes, metaphors, or other devices used to communicate the meaning?	Do they add to the poem's quality, or are they tricks to fill in space?
Creativity	Does the poem go beyond the ordinary at any point?	Although it may generally be adolescent in topic and treatment, does the poetry treat its topic in a fresh way?	Is it something coming from the writer's heart or something they are thinking about or feeling?
Theme	The poem should have a theme, though the theme may be simple.	Is there an underlying idea that becomes evident but is not expressly stated?	Does the poem consistently point to the theme, or are there too many scattered images?
Poetic Feel	Does the poem do anything that could not be achieved just as well in prose?	Is there a depth to the poem that makes the reader realize that it means more than it says?	Does it reach the heart of the reader? Does it evoke a response in the reader?
Form	Is the poem intentionally arranged on the page? Do line and stanza breaks help the reader follow the rhyme scheme in rhymed verse? In free verse, do line and stanza breaks seem to serve a purpose, or are they seemingly random? Are major clauses correctly punctuated? Are words capitalized correctly?	Same as Level 1, but includes: Do stanza and line breaks help emphasize a concept or word? Are phrases and clauses correctly punctuated, or is there an apparent reason for using improper punctuation?	It is the same as Level 2, plus expect greater sophistication and creativity in using form to mirror the poem's concepts, emotions, and theme.

Song Lyrics Criteria

Entries are submitted by category and level. Since they are so different, it is easy to distinguish between categories (Short Story, Essay, Rhymed Poetry, Free Verse Poetry, Song Lyrics, and Playwriting). However, it is more difficult to distinguish between levels (Grades 4-5, Grades 6-8, and Grades 9-12). A fourth grader's work quality should be different from that of a twelfth grader. A brief description is provided below to help students, teachers, and judges understand the different expectations for each level.

Note: A hook is a musical idea, often a short riff, passage, or phrase, that is used in popular music to make a song appealing and to "catch the ear of the listener." On the other hand, a bridge's primary purpose is to create contrast from the rest of the song.

	Level 1 (Grades 4-5)	**Level 2** (Grades 6-8)	**Level 3** (Grades 9-12)
Word Count	12-32 lines	12-32 lines	12-32 lines
Title	Is it memorable? Fitting?	Is it memorable? Fitting?	Is it memorable? Fitting?
Theme	Is there a central theme? You should be able to sum up the theme in one sentence.	Is there a central theme? You should be able to sum up the theme in one sentence.	Is there a central theme? You should be able to sum up the theme in one sentence.
Emotional Impact	Does it make you laugh, cry, think, react?	Does it move you, draw you in, pull on your heartstrings, make you laugh, cry, think, react?	Does it move you, draw you in, pull on your heartstrings, make you laugh, cry, think, react?
Hook	Is there a hook? Are the title and hook the same?	Is there a hook? Are the title and hook the same? Is it a strong hook?	Is there a hook? Are the title and hook the same? Is it a strong hook? Is it effectively placed for impact?
Originality	How original is the song idea?	How original is the song idea?	How original is the song idea? How fresh is its approach?
Focus	What is the setting? Is there a story and characters? Are they consistent, do they progress?	What is the setting? Is there a story and characters? Are they consistent, do they progress? Is there visual imagery? Do the verses set up the chorus? Does the chorus conclude?	What is the setting? Is there a story and characters? Are they consistent, do they progress? Is there visual imagery? Do the verses set up the chorus? Does the chorus conclude? Are the lyrics compact and concisely written?
Bridge (optional)	Does the bridge create contrast from the rest of the song?	Does the bridge offer new meaning to the chorus and or give a twist to the story or message with lyrical changes that differ from the verses?	Does the bridge offer new meaning to the chorus and or give a twist to the story or message with lyrical changes that differ from the verses?
Phrasing/ Cadence	Would it sing well? Is it conversational?	Would it sing well? Is it conversational? Is there a consistent meter/rhythm?	Would it sing well? Is it conversational? Is there a consistent meter/rhythm and number of stresses from verse to verse?
Form	Are the parts of a song (title, verse, refrain, chorus, coda) recognizable?	Are the parts of a song (title, verse, refrain, chorus, coda) recognizable? Is there a consistent structure or rhyme?	Are the parts of a song (title, verse, refrain, chorus, coda) recognizable? Consistent structure, rhyme, verse/chorus?

Playwriting Criteria

Entries are submitted by category and level. Since they are so different, it is easy to distinguish between categories (Short Story, Essay, Rhymed Poetry, Free Verse Poetry, Song Lyrics, and Playwriting). However, it is more difficult to distinguish between levels (Grades 4-5, Grades 6-8, and Grades 9-12). A fourth grader's work quality should be different from that of a twelfth grader. A brief description is provided below to help students, teachers, and judges understand the different expectations for each level.

The scene should be set, and the character's names should be written down on the left-hand side of the page (with a colon) to indicate dialogue. Character dialogue should begin with a new line for the next speaker. Full stops and capital letters should be used, as well as commas to separate phrases. For grades 9-12, the dialogue should include stage directions in brackets. Stage directions should include adverbs to guide actors in delivering their lines or what facial expressions to use. For example, "angrily," "loudly," "nicely," etc.

	Level 1 (Grades 4-5)	**Level 2** (Grades 6-8)	**Level 3** (Grades 9-12)
Word Count	1-2 acts, 1-3 scenes per act	1-2 acts, 2-6 scenes per act	2-3 acts, 3-6 scenes per act
Theme	Is there a central idea that emerges from the dramatic action?	Is there a central idea that emerges from the dramatic action?	Is there a central idea that emerges from the dramatic action?
Story	What happens? Is there a full account of an event(s)? Is it in chronological order?	What happens? Is there a full account of an event(s)? Is it in chronological order?	What happens? Is there a full account of an event(s)? Is it in chronological order, told in reverse, or in some other creative way?
Scene	Does the writer indicate a scene or location where the action happens?	Does the writer indicate a scene or location where the action happens?	Does the writer indicate a scene or location where the action happens? How does the writer communicate this?
Plot	How does the story happen? Are the elements of exposition, conflict, climax, and resolution present?	How does the story happen? Are the elements of exposition, conflict, climax, and resolution present?	How does the story happen? Are the elements of exposition, conflict, climax, and resolution present? Is the plot climactic, episodic, or non-sequitur?
Characters	Are the characters interesting and developed?	Are the characters interesting and developed? Are they simple or complex?	Are the characters interesting and developed? Are different types of characters present, e.g., protagonist, antagonist, foil, confidante, etc.?
Dialogue	Is the dialogue appropriate for the time period? Is it suitable for the age of the characters?	Is the dialogue appropriate for the time period? Is it suitable for the age of the characters? Does it help set the mood or tone?	Is the dialogue appropriate for the time period? Is it suitable for the age of the characters? Does it help set the mood or tone? Does it reveal more about the characters or situation?

Sample Evaluation Form for Short Story/Essay/Poetry

Coordinators may copy this form and use it to gather data required for entry submission.

Student Name _____ Grade _____ Word Count _____

Title of Work/Entry _____ Category _____

Rate the student's work in one of the four categories (Short Story, Essay, Rhymed Poetry, Free-Verse Poetry). Rate each entry for appearance, readability, and overall impact.

1 point = Beginning | 2 points = Emerging | 3 points = Good | 4 points = Excellent | 5 points = Superior

This is original work, and no portion has been plagiarized. Permission is granted for the work to be included in the Digital Notable Superior Gallery (on *ACSI Student E-vents*) if the entry is selected.

Student Signature _____ Teacher Signature _____

Short Story (1-5 points per criteria, 35 max.)	Points	Essay (1-5 points per criteria, 35 max.)	Points	Rhymed Poetry (1-5 points per criteria, 35 max.)	Points	Free-Verse Poetry (1-5 points per criteria, 35 max.)	Points
Creative, originality		Concepts developed and substantiated		Rhyme – well done, makes good sense		Pattern – broken intentionally and not sloppily	
Adequate development of thought or plot		Creative approach, original		Meter – consistent meter pattern, good flow		Effective Verse – creates a sense that this is poetry	
Logical, believable plot		Well-developed introduction		Use of literary devices		Use of literary devices	
Good character development		Clear purpose		Creative, original		Creative, original	
Good conflict resolution		Well organized		Theme development.		Theme development	
Appropriate setting for the mood of the story		Conclusion plausible		Communicates a poetic feel—more than words		Conveys a poetic sense more than words	
Dialogue		Technique		Form		Form	

	Points
Appearance (1-5 points, 5 max.)	
Appropriate formatting with readable line spacing and font	

	Points
Readability (1-5 points, 10 max.)	
Flow – a logical plan to a conclusion	
Sustaining interest – well-written topic	

	Points
Overall Impact (1-5 points, 15 max.)	
Touches emotions	
Captures attention	
Stimulates thought	

Judges' Comments - Please provide quality feedback.

Earned Points Subtotal
Deduct a Maximum of 5 points for grammar, punctuation, spelling, etc. **Deduction Points**
Superior 65–58	Excellent 57–46	Good 45–32 **Total Points**

Judge's Name (please print): _____

Sample Evaluation Form for Song Lyrics/Playwriting

Coordinators may copy this form and use it to gather data required for entry submission.

Student Name _____ Grade _____

Title of Work/Entry _____

Number of Lines (Song) _____ Number of Acts (Play) _____ Number of Scenes (Play) _____

Rate the student's work in one of the two categories below (Song Lyrics or Playwriting). Rate each entry for appearance, readability, and overall impact.

1 point = Beginning | 2 points = Emerging | 3 points = Good | 4 points = Excellent | 5 points = Superior

This is original work, and no portion has been plagiarized. Permission is granted for the work to be included in the Digital Notable Superior Gallery (on *ACSI Student E-vents*) if the entry is selected.

Student Signature: _____ Teacher Signature: _____

☐ **Song Lyrics** (1-5 points per criteria, 30 max.)	**Points**	☐ **Playwriting** (1-5 points per criteria, 30 max.)	**Points**
Title is memorable and fitting		A central idea or theme emerges from the action	
Original idea for a song		There is a full account of events in chronological order	
Theme is evident		The scene or location is noted	
Has emotional impact		All elements of the plot are present (exposition, conflict, climax, resolution)	
There is a focus, setting, story, and/or characters that progress		Characters are interesting and developed	
Phrasing or cadence present, the song would sing or read well		Dialogue is appropriate for the time period, age of characters	
Appearance (1-5 points, 5 max.)	**Points**	**Appearance** (1-5 points, 5 max.)	**Points**
Appropriate formatting		Appropriate formatting for dialogue (colons, brackets, readable line spacing, and font)	
Readability (1-5 points, 10 max.)	**Points**	**Readability** (1-5 points, 10 max.)	**Points**
Sings or reads well because rhythm/cadence is present		Flow – a logical plan from intro to conclusion	
Sustaining interest		Sustaining interest	
Elements of the song are present: (1 point for each element, 2 points for bridge (if present))	**Points**	**Elements of the plot are present:** (1 point for each element)	**Points**
Title		Exposition	
Verses		Conflict	
Chorus		Rising Action	
Bridge (optional)		Falling Action	
		Resolution	
Overall Impact (1-5 points, 15 max.)	**Points**	**Overall Impact** (1-5 points, 15 max.)	**Points**
Touches emotions		Touches emotions	
Captures attention		Captures attention	
Stimulates thought		Stimulates thought	
Earned Points Subtotal		**Earned Points Subtotal**	
Deduct a Maximum of 5 points for grammar, punctuation, spelling, etc. **– Deduction Points**		**Deduct a Maximum of 5 points** for grammar, punctuation, spelling, etc. **– Deduction Points**	
Superior 65-58	Excellent 57-46	Good 45-32 **Total Points**		Superior 65-58	Excellent 57-46	Good 45-32 **Total Points**	

Judges' Comments - Please provide quality feedback.

Judge's Name (please print): _____
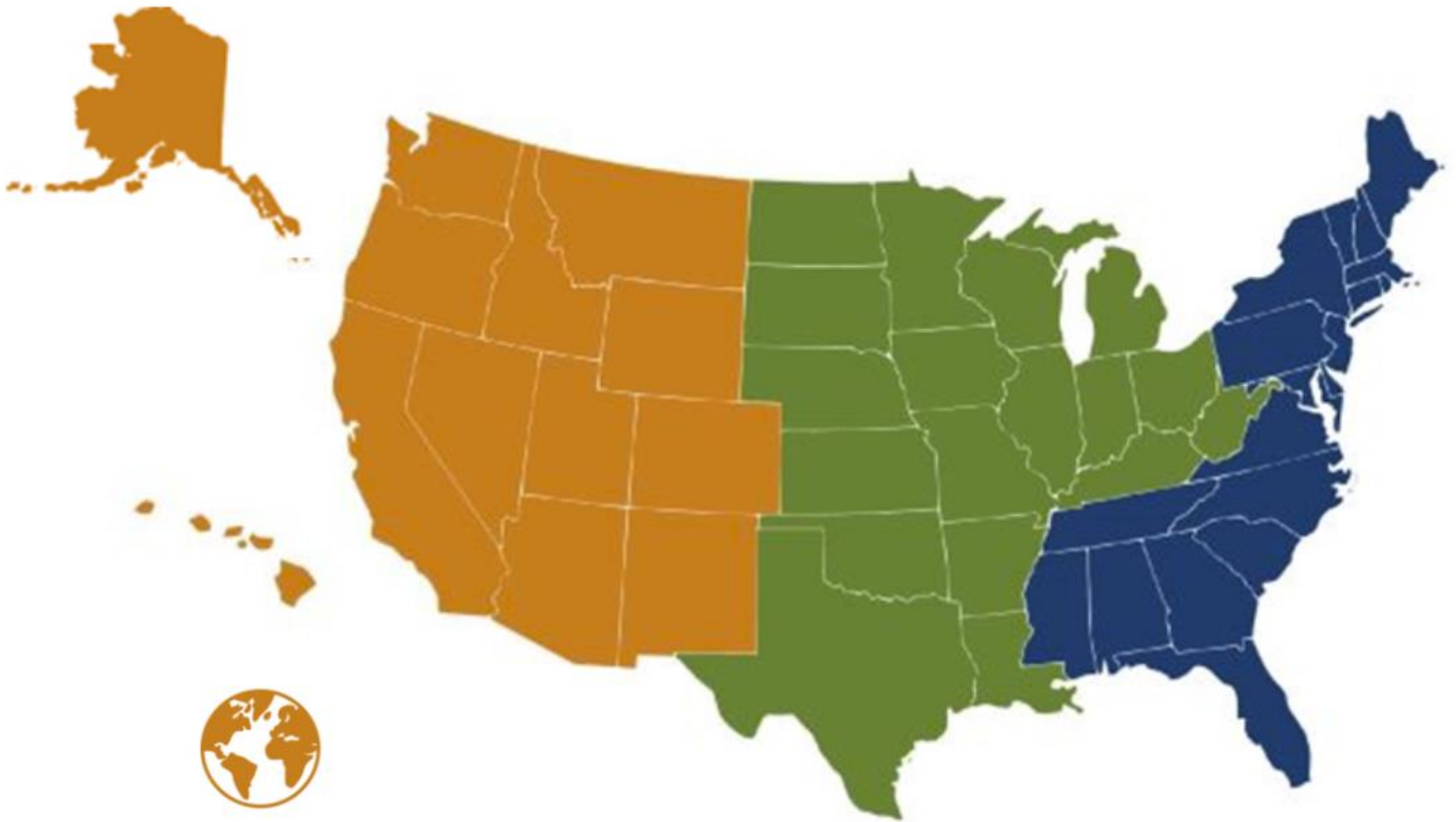
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