

UIL A+ Handbook

2025-26

Academic Competition for Elementary, Middle School and Junior High



A+ Academics Calendar

Beginning

- late MayRegister online to participate the following year
- Early Sept.Hold district organizational meeting for Fall/Winter (Dec. 1 - Jan. 31) district meets
- Sept. 17.....Deadline for district meet directors to submit District Meet Information and Materials Order Form for Fall/Winter (Dec. 1 - Jan. 31) district meets (submit online)
- Nov. 1First day to hold A+ invitational meets (Nov. 1 - April 1) (request materials at least two weeks before event date)
- Before Nov. 21Hold district organizational meeting for Spring district meets
- Nov. 21**Deadline for Participation Registration.**
Deadline for district meet directors to submit District Meet Information and Materials Order Form for Spring (Feb. 2 - May 23) district meets (submit online)
- Dec. 1.....First day A+ Fall/Winter (Dec. 1 - Jan. 31) district materials may be used
- Jan. 31.....First day to return A+ Fall/Winter district contest materials to participating schools
- Feb. 2First day A+ Spring (Feb. 2 - May 23) district materials may be used
- April 1First day to return A+ invitational contest materials to participating schools
- May 23First day to return A+ Spring district contest materials to participating schools
- May 29Deadline for district meet directors to submit Academic District Participation Summary

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A+ ACADEMICS

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General Information

The responsibility for obtaining membership, organizing a district and making preparations for competition in district activities rests with the member schools.

Joining the University Interscholastic League

Public elementary, middle and junior high schools obtain membership at no cost through their parent high schools. Schools must indicate their intent to participate in UIL academic activities by registering with the UIL by mid-November (see website for date). For elementary and junior high schools in districts having no member high schools, contact the UIL office for membership information.

Free Materials

Upon registration, each campus will receive one digital copy of the A+ Handbook, which includes information about each contest, sample test items, scoring sheets, directions for conducting contests and tournaments, sample entry forms, conflict pattern and results forms.

First, Participation Registration

Registration starts the process for elementary and junior high schools that want to participate in UIL activities. Schools that register receive a digital copy of the current A+ Handbook. Register online by mid-November (see website for date). Each campus submits a separate registration form.

Next, the District Information Form

After schools have formed their districts and selected a district chairperson, that person fills out the District Information and Materials Order form. This is due in September for fall/winter meets and in November for spring district meets (see website for dates).

Forming a District

High school districts consists of schools within a single UIL conference. This isn't necessarily the case with A+ districts. For example, an A+ district may consist of schools whose parent high schools may be 1A, 2A and 3A. Districts are often organized based on proximity rather than size of parent school. Regardless of how it is organized, the schools within the UIL district operate the official UIL A+ district meet. Schools may participate in only one official UIL district meet.

Follow High School Spring Meet District Assignment

In many cases, especially in smaller conferences (1A, 2A, and 3A), elementary, middle and junior high schools will simply follow the high school Academics assignments. Typically, the high school basketball chairman from the previous year will call a meeting of the high schools in the district. The representatives attending this meeting may select a person to take the responsibility of organizing the elementary, middle, and junior high schools for a district meeting.

Form a Different District

For whatever reasons, usually involving travel distance, scheduling or number of schools participating, some elementary, middle and junior high schools elect to form their own UIL A+ district. This A+ district can cross conference boundaries and school district boundaries. It only takes three interested schools to form a district. The only restriction on forming a UIL A+ district is that all the schools in the district must agree on which schools are in the district. It's up to the principals and campus-level UIL coordinators to contact other schools and to hold the planning meeting.

The designated administrators from each participating school form the district executive committee, which should elect a district meet director and plan the district meet. Districts in which more than 8 campuses wish to compete should consider dividing these schools into two or more districts. Each district may then enter a full slate of contestants. Planning meetings for Fall/Winter district meets (held December- January) should occur before the deadline in September (see website for date). Planning meetings for Spring district meets (held February 1 or later) should occur before the deadline in November.

The District Chairperson

There are many ways to select a district chairperson. For schools that follow the high school district assignments, a chairperson may be appointed. Some districts select a person at their first meeting to serve as chairperson that year. Other districts have been functioning for years and have created their own system. New districts need individuals to take the initiative.

Among the most important duties of the district chairperson are to complete the Online District Meet Information and Materials Order Form and to remind all participating schools to register with UIL.

Responsibilities of the District Chairperson

- Remind all competing schools they must register with the UIL to participate.
- Complete the online District Meet Information and Materials Order Form by the deadline.
- Provide all participating schools the minutes of the district planning meeting.
- Design (if necessary) and send an entry form to the schools in the UIL district at least one month prior to the meet.
- Assume the responsibility for conducting the meet in an orderly manner.
- Distribute to contest directors all contest materials furnished by the UIL.
- Assist contest directors with questions.
- Develop a list of winners compiled from the reports furnished by the contest directors.
- Make the contest results available to all participating schools and local media.
- See that contest materials are returned to participating schools only on or after the official return date.
- Submit the Academic District Participation Summary (done online) to the UIL after the district meet.

The District Executive Committee (the DEC)

At least one representative from each participating campus, preferably both the principal and the UIL academic coordinator, should meet to organize the district. The administrators from each school comprise the District Executive Committee, which should meet with the campus coordinators in September (see website for date) for fall/winter district meets and in November (see website for date) for spring district meets.

The DEC does not have the authority to modify any UIL contest rules.

| Contest | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Team? |
|---------------------------|---|---|---|---|---|---|---|-------|
| Art | | | A | A | A | B | B | Both |
| Calculator Applications | | | | | A | A | A | Both |
| Chess Puzzle | A | A | B | B | C | C | C | Both |
| Creative Writing | A | | | | | | | Ind. |
| Dictionary Skills | | | | A | A | B | B | Both |
| Editorial Writing | | | | | A | A | A | Ind. |
| Impromptu Speaking | | | | | A | A | A | Ind. |
| Listening | | | | A | A | B | B | Both |
| Maps, Graphs & Charts | | | | A | A | B | B | Both |
| Mathematics | | | | | A | A | A | Both |
| Modern Oratory | | | | | A | A | A | Ind. |
| Music Memory | A | B | B | C | C | D | D | Both |
| Number Sense | | | A | A | A | B | B | Both |
| One-Act Play | | | | | A | A | A | Both* |
| Oral Reading | | | A | A | A | B | B | Ind. |
| Ready Writing | | A | A | B | B | C | C | Ind. |
| Science | | | | | A | A | A | Both |
| Social Studies | | | | A | A | B | B | Both |
| Spelling | | A | A | B | B | C | C | Both |
| Storytelling | A | A | | | | | | Ind. |
| Theatrical Design (Pilot) | | | | | A | A | A | Ind. |

Team? Column

Ind. = Individual Only

Both = Individual with Team Option

(* - Team Awards are not optional in One-Act Play)

Contests offered by Grade Level

The UIL offers elementary contests beginning at grade 2. The district executive committee may choose to offer all or just some of these contests. Districts may offer the team component of contests that have such a component. Consult individual contest rules for instructions on handling the optional team component. Letters in the chart indicate different versions of the contest materials offered. For example, there is one set of prompts for students in grades 3-4 in ready writing, a different one for students in grades 5-6 and another for grades 7-8.

Responsibilities of the District Executive Committee

- Elect a district chairperson, if one has not been appointed.
- Decide which events will be offered.
- Decide if contests will be divided by grade level or with combined divisions as described in this handbook.
- Decide who will host the meet.
- Set a date and schedule the district meet either between December and January or February and later. All events for a particular district should be scheduled in either the fall/winter or spring timeframe- do not split a meet across the two timeframes.
- Decide what kinds of awards will be given (ribbons, medals, certificates, etc.)
- Decide who will purchase awards and from what source. UIL does not provide ribbons or medals.
- Decide if there will be an entry fee. If so, determine the amount.
- Decide where and when the awards will be given (in contest rooms or at an assembly).
- Assign a contest director for each contest, usually teachers or UIL coordinators from the various schools in the UIL district, in accordance with individual contest rules.
- Determine who will select and train judges, graders and contest directors.
- Determine who will design the entry form if forms other than those provided in the appendix are needed.
- Decide when entry forms will be distributed, when they are due and to whom they should be submitted.
- Determine policies regarding late entries and substitutions, preferably similar to those contained in Section 902 (g) of the C&CR for high school academic meets.
- Decide the maximum number of contests any one student may enter and any restrictions on entries resulting from the schedule chosen.
- Compile notes from the meeting and provide a copy of the minutes to each participating school.
- Notify all member schools regarding the scheduled dates of the meet and entry restrictions and/or entry fees.

Inform Teachers of Decisions

The district chairperson or designee should make available the results or minutes of this meeting to the teachers who might be coaching students in the events so everyone knows which events will be offered, the number of contestants allowed in each event, and any special considerations that might be necessary for the coaches and coordinators to know while working with the contestants throughout the year. It is important that this information be distributed as soon as possible after the planning meeting.

The Campus Coordinator

On each campus, one person should be designated as the coordinator for UIL academic contests. Sometimes, this is the principal. More often, it's a teacher appointed by the principal.

Duties of the Campus Coordinator

- Register the campus with the UIL state office each school year (done online).
- Work with the principal concerning coordination of the UIL academic program.
- Serve as the liaison between the school and the UIL state office.
- Serve with the principal on the district executive committee for A+ events.
- Serve as the liaison between the coaches of UIL events and the principal and the DEC.
- Download study materials from the UIL A+ Academics webpages.
- Ensure that the contents of packages from the UIL office are distributed appropriately.
- Provide a central location for filing and storage of UIL materials.
- See that coaches receive information posted on the UIL website that pertain to the events they coach.
- Recruit teachers and students to become involved in UIL contests.
- Arrange for intraschool and/or interschool competition prior to the official academic district meet.
- Submit entry forms to the host site director according to procedures determined by the district.
- Write articles and provide information to local media regarding student participation in UIL events; clip and display articles published about events for parents and school officials to see.
- Provide the community with information about the competition, the importance of rules in competition and how rules are made and changed.
- Make recommendation for next year's A+ academic contests.

Academic Coaches

Coaches of academic events are responsible for learning the contest rules as indicated in this A+ Handbook and in the *Constitution and Contest Rules*, recruiting and training students to compete and working with campus and contest officials to ensure the smooth running of the contest.

Coaches of students through the eighth grade are not required by UIL to sign a “Professional Acknowledgement Form.” Individual districts may, however, ask their employees to sign this pledge commitment to know the competition rules. You may request a copy from your high school principal.

Volunteers and community resources are okay. Paying stipends is okay. The coach need not be a school employee but must have approval of the administration.

Learn the Rules

Coaches should carefully read the rules for each contest for which they are responsible. Current rules can be found in this handbook and on the UIL web site. They are also in the *Constitution and Contest Rules*, which is posted on the UIL web site and available on the UIL online store. The C&CR designates the A+ Handbook as the official source for contest rules and instructions not contained in the C&CR. The principal or campus coordinator should see that every coach has a copy of the appropriate rules. In addition, coordinators should regularly check the A+ website for any notices, corrections or clarifications. Updates concerning A+ academic programs are posted on the website throughout the year.

Attend Invitational Meets

Attend and/or host an invitational meet. It’s the best way to learn the format of the contests and how to run them. It’s also a great chance to network with other coaches.

Use Study Materials

Utilize study materials published by the UIL. Materials may be [downloaded for free](#) on the UIL website. The Academic Materials Study Booklets contain material for the art, calculator applications, chess puzzle, creative writing, dictionary skills, editorial writing, impromptu, listening, maps, graphs & charts, mathematics, number sense, ready writing, science, social studies and storytelling contests and provide the information you need to get started. Handbooks are also available for some events.

Be the Initiator

Someone must initiate the process that can provide an academic competitive experience for students. Coaches should expect an enthusiastic response from almost every student and parent, but they have to be prepared to provide the time and resources it takes to have a successful program.

The District Meet

Although the district director’s school often hosts the meet, this is not mandatory. The most essential element in planning and running a district meet is communication among the district director, the host school and all participating schools.

Some UIL districts have the host school provide rooms, contest directors and judges. Other host schools, especially college or junior college campuses provide rooms, with each participating school responsible for one or two contests, including locating and training judges. All these details should be worked out well in advance of the meet. Who is responsible for what should be determined at the first district planning meeting. Typical duties of the host school include the following:

- Provide any necessary maps and/or parking instructions.
- Schedule rooms for contests.
- Equip meet officials with contest rules and other supplies needed for each A+ event (stopwatches, pencil sharpeners, etc...).
- Furnish contest directors who recruit and train judges, or work with assigned contest directors from participating schools.
- Provide an area for students to wait for contests to begin and between events.
- Provide a room for results to be compiled and verified.
- Arrange an awards assembly.

- Make arrangements for any necessary meals or refreshments.
- Secure timekeepers and monitors.

Selecting Judges and Graders

Contest directors may have the responsibility of locating and training judges and graders for their events. Contest directors generally have a better idea of what needs to be evaluated and who has the skills to adequately evaluate or judge the contests. In most contests, coaches of participating students may grade contest papers. Judges not affiliated with participating schools should be secured for speaking events.

When to Hold a District Meet

Select dates at the District Executive Meeting. The UIL offers district tests that may be used in December-January and starting in February. **Official UIL district materials are not available for use before those dates.**

The Schedule

The district executive committee or the host school under the direction of the district executive committee should set the schedule. All schools and coaches should be notified of the schedule of events offered and any restrictions on entries as soon as they are set so they can plan accordingly. A schedule that allows students to enter more than one contest during a one-day or two half-day schedule is desirable. However, districts may choose to limit the number of events any one student may enter.

Finding Conflicts

To see if one event conflicts with another, find the first event and note the shaded areas. Go down to the next event. If it's offered at the same time, the events conflict. For example, storytelling begins at 9:30 a.m. It conflicts with ready writing, maps, graphs & charts, dictionary skills, music memory and number sense. Because it has a final round, it also conflicts with calculator applications and spelling. This conflict pattern is created for a one-day meet. Schools hosting meets over two half-days should create their own conflict pattern and notify all participating schools as soon as possible regarding conflicts.

Develop an Entry Form

The DEC should develop or assign a specific school the responsibility of designing an entry form tailored to fit the events and divisions of events decided upon at the district meeting. For example, some smaller UIL districts have one division of junior high number sense (grades seven and eight) with three students from each school. Other UIL districts have a division of number sense for seventh grade (three contestants) and a division of number sense for eighth grade (three contestants). Sample entry forms are included in the appendix. Be sure to indicate to whom the form is to be sent and the deadline for entry acceptance.

The entry forms should be sent to participating schools at least one month before the meet with instructions that they be returned to the district director at least 10 days prior to the meet. If districts have different deadlines, these should be clearly indicated on the entry form.

Substitutions

Policies regarding substitutions should be determined by each district prior to the meet. The UIL suggests that districts establish procedures similar to those that have been devised for high school competition. (Section 903(f) of the C&CR).

A. Students whose names do not appear on academic district entry forms

Eligible students may serve as substitutes for an original entry by providing the contest director with a substitute eligibility form found on the UIL website or a letter signed by the designated administrator certifying the student's eligibility. The substitution form or letter shall be presented to the contest director before the student competes. At the conclusion of the meet, the contest director shall submit all substitution forms or letters to the district academic meet director to be filed with the school's original online entry form.

Sample Conflict Pattern

Elementary

| Contest | Grades | 8 a.m. | 9 a.m. | 10 a.m. | 11 a.m. | noon | 1 p.m. | 2 p.m. |
|-------------------------|--------|--------|--------|---------|---------|------|--------|--------|
| Creative Writing | 2 | | | | | | | |
| Mathematics | 6 | | | | | | | |
| Oral Reading | 4-6 | | | | | | | |
| Ready Writing | 3-6 | | | | | | | |
| Maps, Graphs & Charts | 5-6 | | | | | | | |
| Storytelling | 2-3 | | | | | | | |
| Dictionary Skills | 5-6 | | | | | | | |
| Number Sense | 4-6 | | | | | | | |
| Calculator Applications | 6 | | | | | | | |
| Spelling | 3-6 | | | | | | | |
| Art | 4-6 | | | | | | | |
| Social Studies | 5-6 | | | | | | | |
| Music Memory | 2-6 | | | | | | | |
| Listening | 5-6 | | | | | | | |
| Chess Puzzle | 2-6 | | | | | | | |

Middle School/Junior High

| Contest | 8 a.m. | 9 a.m. | 10 a.m. | 11 a.m. | noon | 1 p.m. | 2 p.m. |
|-------------------------|--------|--------|---------|---------|------|--------|--------|
| Mathematics | | | | | | | |
| Oral Reading | | | | | | | |
| Ready Writing | | | | | | | |
| Maps, Graphs & Charts | | | | | | | |
| Impromptu Speaking | | | | | | | |
| Dictionary Skills | | | | | | | |
| Number Sense | | | | | | | |
| Social Studies | | | | | | | |
| Modern Oratory | | | | | | | |
| Calculator Applications | | | | | | | |
| Editorial Writing | | | | | | | |
| Spelling | | | | | | | |
| Science | | | | | | | |
| Listening | | | | | | | |
| Chess Puzzle | | | | | | | |
| Art | | | | | | | |
| Music Memory | | | | | | | |

B. Students whose names appear on academic district entry forms

Students who have been certified as eligible but who are to be substituted into another event shall provide the contest director with written notification signed by the event sponsor or a representative from the contestant's school. Eligibility is already certified; therefore, written notification is for the convenience of the contest director who may not have a copy of the academic or one-act play forms.

Late Entries

Entries should be submitted to the district director or designated host school director at least 10 days prior to the tournament. Each district determines policies concerning late entries. The C&CR offers no guidance on such policies; however, the UIL recommends that districts establish procedures similar to those that have been devised for high school competition (section 903(f)). Late entries include the following:

A. *Late entry of an entry form.* Submitting a district meet entry form after the deadline constitutes a late entry.

B. *Late entry of an event.* Entry of an event not entered by the school prior to the deadline constitutes a late entry.

C. *Late entry of an individual.* Entry of an individual to fill a place left vacant on the district meet entry form after the deadline constitutes a late entry.

If the approval for a late entry is granted, the coach or contestant shall provide the contest director, prior to the beginning of the contest, a letter signed by the superintendent or designated administrator certifying both the eligibility of the student and the fact that the DEC or the district academic meet director has approved the late entry. At the conclusion of the meet, the contest director shall submit the letter to the district academic meet director to be filed with the school's original entry form.

Order Contest Materials

After you have set the dates for your district meet and determined approximately how many students will be participating, complete the Online District Meet Information and Materials Order Form if you are hosting the district meet. Do not forget this important step. The UIL state office has no way to know what materials you need or when and where to send them without this form. The form must be completed online through the A+ website. Materials will be shipped to the district director or the person designated before the date of the district meet. There is no charge for district meet materials for meets conducted during official A+ district timeframes.

Participation Summary

The UIL requires that the host of an A+ district meet return the Academic District Participation Summary to the state office following the district meet. This form may be submitted on the [UIL website](#).

Invitational Meets

The UIL DEC for elementary and junior high schools governs the district meet. Host schools govern invitational meets and participation is open to any school the host school invites. Any school can host and govern an invitational meet and may invite any other school regardless of size or membership in UIL. The host school also determines which contests are offered, what awards are given and sets entry fees. Invitational meets give students the opportunity to compete in an organized setting, and to experience what the district meet will be like. Call neighboring schools to find out who is hosting an invitational meet.

The UIL creates one set of tests and materials for A+ invitational meets each year. This material is not for sale for study purposes and will only be provided to schools hosting invitational meets.

Because the UIL only creates one set of invitational materials for elementary and junior high schools, students who attend more than one invitational tournament may be tested on identical material, unless host schools secure or create original tests. Academic coaches should limit student participation to only one competition using the same set of UIL materials.

Invitational meet hosts have several options for securing tests: requesting tests from the UIL office, altering UIL tests from previous years, writing their own tests or ordering tests from other sources.

Materials offered from UIL for A+ academic contests

| Contest | Grades | Invitational | District | In district packets (for 30 contestants) |
|---------------------------|---------|--------------|----------|---|
| Art | 4, 5, 6 | Yes | Yes | Answer sheets, tests, keys; (not prints) |
| Art | 7, 8 | Yes | Yes | Answer sheets, tests, Keys (not prints) |
| Calculator Applications | 6,7,8 | Yes | Yes | Tests, keys; same test for all grades |
| Chess Puzzle | 2,3 | Yes | Yes | Answer sheets, tests, keys, same tiebreaker for all grades (different tests for grades 4-5 and 6-8) |
| Chess Puzzle | 4,5 | Yes | Yes | Answer sheets, tests, keys, same tiebreaker for all grades (different tests for grades 2-3 and 6-8) |
| Chess Puzzle | 6,7,8 | Yes | Yes | Answer sheets, tests, keys, same tiebreaker for all grades (different tests for grades 2-3 and 4-5) |
| Creative Writing | 2 | Yes | Yes | Evaluations, prompts |
| Dictionary Skills | 5,6 | Yes | Yes | Answer sheets, tests, keys; different test for grades 7-8 |
| Dictionary Skills | 7,8 | Yes | Yes | Answer sheets, tests, keys; different test for grades 5-6 |
| Editorial Writing | 6,7,8 | Yes | Yes | Evaluations, prompts; same prompt for all grades |
| Impromptu Speaking | 6,7,8 | Yes | Yes | Evaluations, topics; same topics for all grades |
| Listening | 5,6 | Yes | Yes | Answer sheets, scripts, tests, keys; different test for grades 7-8 |
| Listening | 7,8 | Yes | Yes | Answer sheets, scripts, tests, keys; different test for grades 5-6 |
| Maps, Graphs and Charts | 5,6 | Yes | Yes | Answer sheets, tests, keys; different test for grades 7-8 |
| Maps, Graphs and Charts | 7,8 | Yes | Yes | Answer sheets, tests, keys; different test for grades 5-6 |
| Mathematics | 6,7,8 | Yes | Yes | Answer sheets, tests, keys; same test for all grades |
| Modern Oratory | 6,7,8 | Yes | Yes | Evaluations; see web site for topics |
| Music Memory | 2 | Yes | Yes | Tests, keys, district contest tracks |
| Music Memory | 3,4 | Yes | Yes | Tests, keys, district contest tracks |
| Music Memory | 5,6 | Yes | Yes | Answer sheets, district contest tracks |
| Music Memory | 7, 8 | Yes | Yes | Tests, keys, district contest tracks |
| Number Sense | 4,5,6 | Yes | Yes | Tests, keys; different test for grades 7-8 |
| Number Sense | 7,8 | Yes | Yes | Tests, keys; different test for grades 4-6 |
| One-Act Play | 6,7,8 | No | Yes | Contest information |
| Oral Reading | 4-9 | Yes | Yes | Evaluations; students choose selections |
| Ready Writing | 3,4 | Yes | Yes | Evaluations and prompts; different prompts for grades 5/6, 7/8 |
| Ready Writing | 5,6 | Yes | Yes | Evaluations and prompts; different prompts for grades 3/4, 7/8 |
| Ready Writing | 7,8 | Yes | Yes | Evaluations and prompts; different prompts for grades 3/4, 5/6 |
| Science | 6,7,8 | Yes | Yes | Answer sheets, tests, keys |
| Social Studies | 5-6 | Yes | Yes | Answer sheets, tests, keys; different test for grades 7-8 |
| Social Studies | 7-8 | Yes | Yes | Answer sheets, tests, keys; different test for grades 5-6 |
| Spelling | 3,4 | Yes | Yes | Test words; different test for grades 5/6, 7/8 |
| Spelling | 5,6 | Yes | Yes | Test words; different test for grades 3/4, 7/8 |
| Spelling | 7,8 | Yes | Yes | Test words; different test for grades 3/4, 5/6 |
| Storytelling | 2,3 | Yes | Yes | Two stories, evaluations |
| Theatrical Design (pilot) | 6,7,8 | No | Yes | Contest information |

Prior to an Invitational Meet

- Appoint an invitational meet director.
- Recruit contest directors.
- Determine how judges and/or graders will be selected and trained.
- Hold a planning meeting for the meet director and the event directors to determine
 - fees to be charged,
 - date of the meet,
 - events to be held,
 - optimum number of students for each event and any restrictions,
 - awards to be offered,
 - facilities needed,
 - schedule of events and any entry limitations caused by the schedule, and
 - provision for refreshments or concessions.
- Design an entry form that fits the specific meet.
- Mail invitations, an entry form and a brief description of the requirements for each event.
- Indicate date by which the entry forms should be returned.
- Assign rooms.
- Obtain or write tests.
- Send out press releases and lists of results to members of the local media and to all participating schools.

A+ invitational materials are provided in digital format. The materials contain tests, answer keys, answer sheets, evaluation sheets, etc. The contest host must duplicate all needed materials. Generic forms not included and may be duplicated from this handbook or downloaded from the UIL A+ website.

Subchapter D: Elementary and Junior High

Section 1400: JUNIOR HIGH (SEVENTH AND EIGHTH GRADES)

(a) ELIGIBILITY REQUIREMENTS FOR SEVENTH AND EIGHTH GRADE PARTICIPANTS.

- (1) Student's Eligibility. An individual may participate in UIL competition or contests as a representative of the participant school he/she attends if that student has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education, and is passing the number of courses required by state law and by rules of the State Board of Education; or is a non-enrolled (home schooled) student seeking participation and is in compliance with all provisions included in section 33.0832 of the Texas Education Code.
- (2) Junior high students are not prohibited from competing at a grade level higher than the one in which they are enrolled. Refer to Subchapter M for high school eligibility standards.
- (3) To participate in athletic competition, a student who initially entered the seventh or eighth grade during the current school year and has a special needs condition which delayed his or her education by at least one year, and students who are overage due to limited English proficiency, and who have substantiation from a language proficiency assessment committee, may petition the UIL to participate at grade level.
 - (A) A special education student must provide documentation of a special education status and documentation that a disability delayed his or her education by at least one year.
 - (B) A student with a history of a disability must provide documentation from a 504 committee or an

ARD committee proving the existence and length of time of the disability that caused the delay of at least one year in his or her education.

- (C) A student with limited English proficiency must provide documentation of the recommendation of the LPAC.
 - (D) Students must provide documentation of date of birth and a copy of a current physical, including height and weight.
 - (E) The district executive committee may appeal the decision of the UIL to the State Executive Committee.
- (b) ELIGIBILITY REQUIREMENTS FOR ELEMENTARY SCHOOL PARTICIPANTS. An individual may participate in UIL competition or contests as a representative of the participant school he/she attends if that student:
- (1) Has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education and is passing the courses required by state law and by rules of the State Board of Education; or is a non-enrolled (home schooled) student seeking participation and is in compliance with all provisions included in section 33.0832 of the Texas Education Code.
 - (2) Is a sixth-grade student who will be too old to participate the following year as a seventh grader and who has a special needs condition which delayed his or her education by at least one year. (Applies to athletic competition only – Refer to Section 446).
 - (3) No Interscholastic Athletic Competition Below Seventh Grade. No interscholastic athletic competition is allowed in any conference for teams in the sixth grade and below. This does not apply to annual inter-school elementary field days. This rule would not prohibit a school district from being involved in the facilitation of an enrichment/intervention program which may or may not include athletic activities involving students from their own schools. Excep-

tion: Certain athletic exceptions allow sixth grade students to participate. Refer to (2) above and Section 1478.

- (c) **RULES JURISDICTION.** All public schools that participate in seventh and eighth grade UIL activities must abide by public school laws, TEA regulations and UIL regulations. Refer to Section 11.
- (d) **SCHEDULING.**
 - (1) **District Academic Contests.** Schools may use no more than one school day or two half-school days per school year to hold the district academic contests.
 - (2) **District Music Contests.** Schools may use no more than one school day per school year to hold the concert and sight-reading contests. Students in seventh and eighth grade may participate in composite groups prior to the end of the academic school day. Refer to Section 1102 for definition of composite groups.
 - (3) **Other Competitions.** No other game, contest or tournament shall begin prior to the end of the academic school day.
- (e) **SUNDAY PARTICIPATION.** No UIL participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a UIL contest or a contest similar to one offered by the UIL. Schools shall not conduct practices or teach any plays, formations or skills on Sunday.
- (f) **NON-TRADITIONAL SCHOOL YEAR.** (Refer to Section 383).
- (g) **LIMITATION OF AWARDS.**
 - (1) **Awards To Individuals.** A participant school may not give and a student may not accept awards for participation in interschool competition in excess of \$10 per year (total for all UIL school activities). Certificates awarded by the school, school district or district executive committee to recognize participating students do not count against the \$10 limit. A student may accept a symbolic award in recognition of his/her achievement in an interschool contest if it is given by the organization conducting the contest (e.g., all-tournament awards, ribbons, plaques and medals).
 - (2) **Awards To Schools.** A district championship trophy or award may be awarded by the district executive committee.
- (h) **AMATEUR RULE.** There is no amateur rule for junior high school students competing in junior high competitions. Section 441, Amateur Athletic Status, does not apply to students until the first class day of their ninth-grade year.
- (i) **MEMBERSHIP.**
 - (1) **School District.** Junior high/middle schools receive membership in the UIL through the paid memberships of their parent high schools.
 - (2) **K-8 Independent School Districts.** For school systems with no high schools, refer to the membership fee structure in Sections 10 through 14.
 - (3) **Superintendent's Responsibility.** The superintendent shall have final responsibility for membership. When a school board elects to pay membership fees to join the UIL, it agrees to accept and observe the terms of participation in the contests as set forth in the Constitution and Contest Rules. This is a voluntary organization. All conditions surrounding participation are freely accepted and both the letter and spirit of the rules are to be observed. Thus, when disputes arise, they shall be settled by the committees in the prescribed manner.
- (j) **DISTRICTS.**
 - (1) **No District Assignments.** Junior high schools will not be assigned to junior high districts or conferences by the UIL office. Schools may follow the high school academic and/or athletic district assignments or form their own district. Students will represent their campus in the junior high academic and athletic district meets.
 - (2) **Required Assignments.** The UIL office reserves the right to assign contestants or teams to districts.
 - (3) **Composite or Combined Teams.** Students will represent their campus. Combined or composite teams are not allowed in UIL district academic or athletic competitions.
- (k) **PROTESTS.**
 - (1) **Persons Responsible.** In junior high

schools that do not form a district, the district executive committee of the high school which the students will attend shall decide protests for the junior high school that has been protested. In junior highs that do form districts, the junior high school administrators from their schools shall consider all protests and eligibility of the students. In disputes between junior high schools from different junior high districts, neutral representatives from the executive committees of both districts will settle the dispute.

- (2) **Time For Protest.** The superintendent or a designated administrator must file the protest in writing with the district executive committee. The protest must be filed within a reasonable time, but not exceeding four days after the contest, unless it involves eligibility or a rule imposing mandatory penalties.
 - (3) **Appropriate Committees.** All disputes among participant schools shall be settled by the appropriate executive committee.
 - (4) **Jurisdiction Within District.** The district executive committee shall have jurisdiction over all eligibility cases, disputes and protests within the district. The representative of a protesting school or the school protested is disqualified from the adjudication of the dispute.
 - (5) **Jurisdiction Outside Of District.** All disputes and protests arising between schools belonging to different districts shall be resolved through a meeting with equal representation from each district including the two teams involved. The disputing school and the school charged with violation shall not be allowed to vote.
- (1) **VIOLATIONS AND PENALTIES.**
 - (1) **Penalties.** Penalties are applicable to the appropriate violator as stated in Sections 27 and 29.
 - (2) **May Not Play Suspended Schools.** No school in the UIL shall engage in any contest, game or scrimmage with a suspended school, and any school violating this rule may be suspended. This prohibition applies

only to the contest in which the school is suspended.

- (3) **Minimum Penalty.** Forfeiture of the contest is the minimum penalty for using an ineligible contestant.

- (4) **Receiving High School.** The receiving high school will be notified of any violations. The associated high school may be suspended by the State Executive Committee in the activity in which the junior high violates rules if the junior high does not abide by the ruling of the district executive committee.

- (m) **INDIVIDUAL PLANS.** Specific requirements and regulations may be found in the individual contest plans.

- (1) **Academic.** Sections 1410-1474.

- (2) **Athletics.** Section 1478.

Section 1401: A+ PROGRAM ACADEMIC PLAN

- (a) **PURPOSES.** Participation in UIL academic contests should help students develop oral language and communication skills, become independent readers and writers, develop conceptual understanding, learn to solve problems and apply knowledge to all facets of their lives.

- (1) All A+ competitions should be conducted so that educational objectives are achieved, highest standards of sportsmanship are upheld, and no single phase of the program is promoted at the expense of other programs.

- (2) Schools are encouraged to participate in a full range of contests, to offer as many opportunities for competition as possible, to administer all contests fairly and efficiently, to provide specific, positive feedback and to see that competition is conducted in a nurturing and educational environment.

- (3) Faculty leaders are encouraged to fully prepare students for competition while insuring that broad educational objectives are never compromised in the pursuit of victory.

- (4) Administrators should help create learning environments, structures

and policies that encourage educational competition while adhering to the school's general educational mission.

(b) **A+ MEET CODE.** The general A+ Meet Code means to:

- (1) participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit;
- (2) sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules or any other unfair tactic which detracts from sound educational principles;
- (3) accept decisions of officials and judges without protest and extend protection and courtesy to officials;
- (4) regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities;
- (5) provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request;
- (6) understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition;
- (7) abstain from any practice that makes a student feel pressured to participate in non-school activities; and
- (8) at all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(c) **SALARY/STIPEND.** Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL contest will be in violation of the A+ Meet Code, and the member school district, participant school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 29.

(d) **CONTESTS.** The Academic Meet Plan covers these A+ Academic Activities for the grade levels indicated in parentheses:

- (1) Art (4-8)
- (2) Calculator Applications (6-8)
- (3) Chess Puzzle (2-8)
- (4) Creative Writing (2)
- (5) Dictionary Skills (5-8)

- (6) Editorial Writing (6-8)
- (7) Impromptu Speaking (6-8)
- (8) Listening (5-8)
- (9) Maps, Graphs, & Charts (5-8)
- (10) Mathematics (6-8)
- (11) Modern Oratory (6-8)
- (12) Music Memory (2-8)
- (13) Number Sense (4-8)
- (14) One-Act Play (6-8)
- (15) Oral Reading (4-9)
- (16) Ready Writing (3-8)
- (17) Science (6-8)
- (18) Social Studies (5-8)
- (19) Spelling (3-8)
- (20) Storytelling (2-3)

Instructions and required contest procedures are found in the A+ Handbook.

(e) **MEMBERSHIP IN UIL; FORMING DISTRICTS.**

- (1) **Membership.** Elementary, middle and junior high schools receive membership in the UIL through the paid memberships of their parent high schools. The superintendent shall have final responsibility for membership. For school systems with no high schools, refer to the membership fee structure in Sections 10 through 14.
- (2) **Statement of Participation.** Elementary, middle and junior high schools should indicate their desire to participate in UIL activities by registering with the UIL office. Deadline for registration is November 19.
- (3) **Compliance with the UIL Constitution and Contest Rules.** Contest directors shall not deviate from the Constitution and Contest Rules in administering UIL A+ academic contests. The district executive committee may elect to add or delete UIL contests from its specific meet plan.
- (4) **The UIL's elementary contest plan is restricted to academic competition.** No interscholastic athletic competition is allowed in any conference for teams in the sixth grade and below. This does not apply to annual inter-school elementary field days. For athletic exceptions to allow sixth grade students to participate, Refer to Section 1478 (c).
- (5) **Elementary and junior high school contestants do not qualify to a higher post-district meet.**

(f) **ORGANIZING THE DISTRICT.** Elementary, middle and junior high schools will not be assigned to districts or conferences by the UIL

office. Schools may follow the high school Academics Meet district assignments or form their own district.

- (1) **Required Assignments.** The UIL office reserves the right to assign contestants or teams to districts.
- (2) **Composite or Combined Teams.** Students will represent their campus. Combined or composite teams are not allowed in UIL district academic competitions.
- (3) **District Executive Committee.** This body shall be composed of an administrator from each of the participating schools in the district. Duties include: enforcing the eligibility rules in the district; selecting the district director; selecting the site and date for the meet; arranging for financing the meet; determining which events will be offered and for which grade levels; designing a district meet entry form; notifying members of the district of the events and entry restrictions; soliciting entries from each school; cooperating with the schools in effecting and promoting a district organization; and adjudicating disputes arising within the district subject to provisions of Subchapter E of the Constitution.
- (4) **District Information and Materials Order.** This information shall be submitted to the UIL office online through the UIL website. The meet director's name shall be included. Deadlines are September 17 for district meets held between December 1 and January 31, and November 21 for meets held between February 2 and the Saturday before Memorial Day. This may be done by either the district executive committee or the district director.
- (5) **District Director.** Each district shall select a district director for A+ activities. Duties include: selecting the directors of the contests in accordance with individual contest plans; arranging for necessary facilities; requisitioning all contest materials from the UIL office; distributing the materials to contest directors; assuming immediate responsibility for conducting the meet in an orderly manner; being available to assist contest directors when questions arise; and seeing that a list of winners is compiled immediately from the reports furnished by the contest directors. The district director shall notify all participant

schools regarding the dates and contest schedule of the meet, but each school has the final responsibility for ascertaining the dates and schedule.

Section 1405: ELIGIBILITY REQUIREMENTS

Students are eligible so long as they have been in attendance and are passing all classes in accordance with state law and rules of the State Board of Education and the Texas Education Agency. The UIL has no age limit for elementary academic competition, nor does it have a residence rule.

- (a) **COMPETING OUT OF GRADE LEVEL.** Elementary students are not prohibited from competing one grade level higher than the one in which they are enrolled. However, a student shall not compete in two or more grade levels of the same contest in the same year.
- (b) **AMATEUR RULE.** There is no amateur rule for students competing in elementary school or junior high school competitions. Section 441, Amateur Athletic Status, does not apply to students until the first class day of their ninth-grade year.

Section 1408: INVITATIONAL/DISTRICT MEETS

- (a) **SUNDAY PARTICIPATION.** No UIL participant school shall sponsor individuals or teams in any contest or school competition on a Sunday in a UIL contest or a contest similar to one offered by the UIL.
- (b) **SCHEDULING.** Schools may use no more than one school day or two half-school days per school year to hold the district academic contests.
- (c) **INVITATIONAL MATERIALS.** The UIL will provide three sets of elementary and junior high materials for the contests listed below with exceptions noted under the individual contests. Schools requiring invitational materials for meets to be held between November 1 and April 1 should order invitational materials at least four weeks prior to their meet date. No materials from the UIL invitational contests may be returned to contestants before April 1.
- (d) **DISTRICT ENTRIES AND SUBSTITUTIONS.** Each district may devise its own entry forms for entering contestants in academic contests or use the form found in the A+ Handbook. Policies regarding due dates, late entries and substitutions should be determined by each district prior to the academic meet.

(e) CONTEST MATERIALS.

- (1) Confidentiality. Coaches, contest directors and contestants are responsible for maintaining confidentiality of district meet contest materials. Transfer of information relative to the tests shall be considered a violation of the A+ Meet Code and subject to penalties as outlined in Section 27 and Section 29.
- (2) Materials. Contest materials supplied by the UIL office will be prepared for the grade levels designated in each contest plan. Two or more grade levels will, in most cases, take the same test.
- (3) District Contest Materials. District contest materials for A+ activities will be available for fall/winter district meets held between December 1 and January 31, and for spring district meets held between February 1 and the Saturday prior to Memorial Day. It is permissible for districts to schedule meets outside those time frames, but tests will not be available from the UIL office for those meets. Materials necessary for conducting district meets shall be requisitioned from the UIL office by the district director. No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

(f) OPTIONAL CONTEST.

- (1) Speech. The middle or junior high schools in any A+ district may hold any of the speech contests listed in the high school Academics Meet Plan in Section 1000. Winners do not advance to a higher level. A student may participate in no more than two speech events.
- (2) Additional Grade Levels. With the approval of the A+ district executive committee, districts may elect to create a division of a contest for each designated grade level or additional grade levels.
- (3) Other Contests. Districts may pilot contests that are not described in the Constitution or may alter other high school contests in a manner appropriate for the particular grade level.

(g) TESTS /JUDGING.

- (1) Philosophy. Critiques of tests and performances should first comment on the positive aspects of the competition and then offer constructive criticism. When comments are possible, they need not be long, but they should be specific. Strictly objective tests do not need commentary.
- (2) Corrections. Any corrections to contest material will be made available to meet director.
- (3) Changing Answer Keys. If there is consensus among the graders, judges and coaches that an answer on the answer key is incorrect, the contest director is authorized to correct the answer key. This decision shall be made before the official results are announced.

- (h) POINTS. In determining the overall championship, points shall be awarded according to the following chart. Points shall be awarded for all places in which a contestant participated. For example, if only two contestants participate in an event, both contestants receive points according to the results of the event.

- (1) One-Act Play Points. The first-place play receives 22 points, the second-place play receives 18 points and the third-place play receives 15 points. Individual awards shall consist of first place (each best performer), second place (each all-star cast) and third place (each honorable mention all-star cast). Individual

| Event | Test/Key | Answer Sheet | Eval Sheet/Ballot | Topics/Scripts |
|-------------------------|-----------------|---------------------|--------------------------|-----------------------|
| Art* | X | X | | |
| Calculator Applications | X | | | |
| Chess Puzzle | X | X | | |
| Creative Writing | | | X | X |
| Dictionary Skills | X | X | | |
| Editorial Writing | | | X | X |
| Impromptu Speaking | | | X | X |
| Listening | X | X | | X |
| Maps, Graphs & Charts | X | X | | |
| Mathematics | X | X | | |
| Modern Oratory | | | X | X |
| Music Memory ** | X | X | | |
| Number Sense | X | | | |
| Oral Reading | | | X | |
| Ready Writing | | | X | X |
| Science | X | X | | |
| Social Studies | X | X | | |
| Spelling | X | | | |
| Storytelling | | | X | X |

* Prints are NOT provided by the UIL.

** Contest audio tracks are provided by the UIL.

CONTESTS**PLACES AND POINTS**

| | 1st | 2nd | 3rd | 4th | 5th | 6th |
|------------------------------|------------|------------|------------|------------|------------|------------|
| Art | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Art | 8 | 6 | 4 | 0 | 0 | 0 |
| Calculator Applications | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Calculator Applications | 8 | 6 | 4 | 0 | 0 | 0 |
| Chess Puzzle | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Chess Puzzle | 8 | 6 | 4 | 0 | 0 | 0 |
| Creative Writing | 15 | 12 | 10 | 8 | 6 | 4 |
| Dictionary Skills | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Dictionary Skills | 8 | 6 | 4 | 0 | 0 | 0 |
| Editorial Writing | 15 | 12 | 10 | 8 | 6 | 4 |
| Impromptu Speaking | 15 | 12 | 10 | 8 | 6 | 4 |
| Listening | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Listening | 8 | 6 | 4 | 0 | 0 | 0 |
| Maps, Graphs & Charts | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Maps, Graphs, & Charts | 8 | 6 | 4 | 0 | 0 | 0 |
| Mathematics | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Mathematics | 8 | 6 | 4 | 0 | 0 | 0 |
| Modern Oratory | 15 | 12 | 10 | 8 | 6 | 4 |
| Music Memory | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Music Memory | 8 | 6 | 4 | 0 | 0 | 0 |
| Number Sense | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Number Sense | 8 | 6 | 4 | 0 | 0 | 0 |
| One-Act Play (Ranked Plays) | 22 | 18 | 15 | 0 | 0 | 0 |
| OAP Individual Awards | 8 | 4 | 2 | 0 | 0 | 0 |
| Oral Reading | 15 | 12 | 10 | 8 | 6 | 4 |
| Ready Writing | 15 | 12 | 10 | 8 | 6 | 4 |
| Science | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Science | 8 | 6 | 4 | 0 | 0 | 0 |
| Social Studies | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Social Studies | 8 | 6 | 4 | 0 | 0 | 0 |
| Spelling | 15 | 12 | 10 | 8 | 6 | 4 |
| Team Spelling | 8 | 6 | 4 | 0 | 0 | 0 |
| Storytelling | 15 | 12 | 10 | 8 | 6 | 4 |
| Theatrical Design (pilot) | 15 | 12 | 10 | 8 | 6 | 4 |

Cell phones, tablets, smart watches or any device that can wirelessly connect to the Internet may not be used by contestants during A+ competitions. Electronic devices not allowed in the contest should be turned off and should not be accessible during testing.

awards may not exceed those specified in Section 1033. An all-star cast award assigned by the judge to a chorus or other group of players counts as only one individual award and shall be allocated the appropriate points.

- (2) Ties in Individual and Team Competition. In contests in which a tie cannot be broken, tied individuals or teams split the total points equally for the two or more places in which the tie exists. Two schools tied for first place in a contest shall add first and second place points and divide equally. The school ranking next shall receive third place points. Two schools tied for second place shall add second and third place points and divide equally, and no third place points shall be awarded. Ties for remaining places shall be decided in the same manner, except that schools tied for last place shall divide equally the points assigned to that place.

- (i) **CHAMPIONSHIPS.** An overall academic district champion may be named, and a trophy

awarded to the winning elementary, middle and/or junior high school, at the discretion of the district executive committee. Points won by an elementary, middle or junior high school shall not be counted toward the overall championship in a high school meet and vice versa. No school shall be eligible for the overall championship that does not place in at least three events.

- (j) **TROPHIES AND AWARDS.** The district executive committee may authorize the purchase of a standard or approved district championship trophy to be given to the winning school.
- (k) **LIMITATION OF AWARDS.** There is no Awards Rule for students in grades 2 through 6 who compete in UIL elementary academic contests. Awards for elementary students are determined by the participating schools.
- (l) **INDIVIDUAL PLANS.** Specific requirements and regulations may be found in the individual contest plans.
- (1) Academic. 1410 through 1474.
 (2) Athletic. Section 1478.

Instructions for Contest Directors of Speaking Events

• Selecting and Training Judges

Using a panel of judges rather than a single judge in each round is highly recommended whenever possible, and especially in final rounds. Panels must be an odd number of judges.

- Regardless of the number, it is important that all judges be well prepared, competent and preferably trained in evaluating speaking events.
- Provide judges with the guidelines and evaluation sheets prior to the contest so they can be prepared to evaluate and rank students following the contest rules and using the appropriate evaluation criteria.
- As far as possible, judges should not know the school each contestant is representing.
- Avoid assigning a judge to both preliminary and final rounds of the same event, as they would have to judge at least some competitors twice.
- Judges should not be coaches or parents of any students involved in the event, nor have any vested interest in the outcome of the events they are judging.
- Judges should be instructed not to discuss their decisions with other individuals or judges while judging a contest. The responsibility of the judge is to rank the speaker, evaluate the performance and give constructive suggestions for the benefit of the speaker.
- Judges may never disqualify any contestant. Any question or concerns about violation of rules or procedures should be reported to the contest director.

Retired teachers, members of groups such as Toast Masters or community theatre, professionals in the community and former high school or collegiate speech competitors are often excellent judges and willing to contribute their time. Any interested adult can be trained to be an effective judge, although you might need to provide a training workshop with demonstrations and practice evaluations if they have never judged or worked with performance events before.

• Determining Placement in Sections for Preliminary Rounds

If more than eight students are entered in an event, preliminary rounds must be held. The contest director must divide students, as equally as possible, into preliminary sections of no more than eight contestants. For elementary and junior high speaking events, preliminary rounds may contain fewer contestants if sufficient rooms and judges are available. Each preliminary section requires a separate room and at least one judge. Unless smaller sections are created, the following chart should be used to determine the number of sections and finalists in each section;

| No. Entries | Preliminaries | Participants Advancing to Final Round |
|-------------|---------------|---------------------------------------|
| 1-8 | None | Final Round |
| 9-16 | 2 Sections | 1st, 2nd, 3rd from each section |
| 15-24 | 3 Sections | 1st, 2nd from each section |
| 20-32 | 4 Sections | 1st, 2nd from each section |
| 32-39 | 6 Sections | 1st from each section |

When placing students into sections, use the following guidelines, which are listed in order of importance:

1. Whenever possible, avoid placing two students from the same school in the same preliminary round. If there are only two sections, and a school has three entries, this cannot be avoided. In that case, put contestants listed first and third on the entry form in one prelim round, and the contestant listed second in the other.

2. Avoid placing all contestants listed first on schools' entry forms (who are likely the strongest competitors from their respective schools) into the same prelim round. Instead, randomly place each of those contestants listed first into a different prelim round until you must place two or more in the same prelim. Follow the same process for contestants listed second and those listed third.

• Determining Speaker Order

Speaking order in each section may be determined in advance by the contest director, or may be determined by having contestants draw for speaking order in each section before the contest begins. If determined in advance (which saves time the day of the meet and allows master ballots for judges to be filled out in advance) use the following guidelines:

1. Assign the contestants listed first on schools' entry forms to a variety of speaker positions. For example, place one contestant listed first in an early speaking position (speaker number 1 or 2) in one prelim, another to a middle position (speaker number 3, 4 or 5) in another, and the third a late position (6, 7 or 8) in another. This prevents what are likely to be the strongest contestants beginning every round.
2. Assign contestants from any one school to different speaker positions so that they are not all early, all middle or all late.

• **Determining Places in Speaking Events**

When a panel of judges is used rather than a single judge, the contest director must take the rankings of all three judges and determine final places of the contestants. The easiest way to be certain that all contestants are ranked accurately is to download the computer program developed for tabulating UIL speaking events.

• **Computer Program for Tabulation**

TalkTab is available as a free download from the UIL web site. TalkTab is appropriate for any UIL speaking event when there is panel judging.

This computer program will determine contestant placements for UIL speaking events according to the requirements in the current Constitution & Contest Rules. The software includes instruction messages, a help menu, flexible editing, and methods to mark no-show or disqualified contestants.

TalkTab 3.0 is compatible with newer versions of Windows. An older version is also available for Windows 98 systems. Macintosh users must have dual-boot capability (available on Intel Macs) or virtualization software, such as Parallels.

A printer is not required but highly recommended for making two hard copies, one to retain for records and the other for posting results.

• **Tabulating Results without the Computer Program**

Tabulating results of panel judging without the computer program is somewhat complicated and must be done very carefully. The tabulation process is designed to prevent any one judge's ranking from having more influence than the other two judges' opinions combined.

The basic process is reasonably straightforward, however, and most ranks can be determined by using the first two or three. Additional criteria are available to use when breaking more difficult ties.

Many of the following examples of rankings are taken from Section 1003 of the Constitution & Contest Rules. You may print the entire section from the UIL web site for high school speech events or you may refer to the C&CR itself.

In the case of panel judging, you must use the following criteria, in the following order, to determine all places: (1) majority or BETTER of ranks for the place to be determined; (2) lowest sum of total ranks; (3) judges' preference; (4) decimal value; (5) judges' preference to break decimal ties; (6) blind draw. **SPECIAL NOTE:** When a place has been determined, the contest director must revert back to the first criteria (majority or BETTER) to determine the next place, unless there is a tie. All contestants who are tied must be awarded a place before going on to another contestant or place.

Step 1: Any student with a majority of first place ranks receives first place. In the following example, Contestant Three is awarded first place because two of three judges (a majority) ranked him that way.

| Contestant | Judge A | Judge B | Judge C |
|-------------------|----------------|----------------|----------------|
| One | 3 | 2 | 2 |
| Two | 2 | 1 | 3 |
| Three | 1 | 5 | 1 |

In the following example, Contestant One is ranked first, even though one judge ranked this student much lower.

| Contestant | Judge A | Judge B | Judge C |
|-------------------|----------------|----------------|----------------|
| One | 1 | 1 | 6 |
| Two | 2 | 2 | 1 |

Step 2: If no student receives a majority for first place ranks, the student with the lowest total of all ranks wins first place.

| Contestant | Judge A | Judge B | Judge C | Total | Rank |
|-------------------|----------------|----------------|----------------|--------------|-------------|
| One | 1 | 2 | 2 | 5 | 1st |
| Two | 3 | 4 | 1 | 8 | |
| Three | 2 | 1 | 3 | 6 | |

Step 3: If two or more students remain tied with the same low total of ranks, that tie must be broken with judges' preference.

In the following example, first place was awarded to a contestant with a majority of firsts, and no contestants had a majority of seconds OR BETTER (i.e. 2 and 2 or 1 and 2). Contestants 1 and 2 have the same some of total ranks, so the tie for second must be determined by **judges' preference**. Any tie between only two contestants can be broken by judges' preference.

| Contestant Rank | Judge A | Judge B | Judge C | Total | Preference |
|-----------------|---------|---------|---------|-------|------------|
| One | 2 | 5 | 3 | 10 | + 2nd |
| Two | 4 | 2 | 4 | 10 | - 3rd |

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), and is awarded second place. Contestant two must be awarded third place before any other contestant or place is considered.

Many three-way ties can be broken by determining judges' preference. Please see additional ranking instructions on our website at <http://www.uiltexas.org/files/constitution/uil-ccr-section-1000-1005.pdf>.

Remember: If there is a tie for first place, the contestant who was originally tied for first would be awarded second place before any other contestant or place is considered. All contestants who are tied for any place must be awarded a place before going on to another contestant or place.

Step 4: When a tie occurs among three or more contestants that cannot be broken by judges' preference, the ranks of only the tied contestants must be converted to **decimal equivalents** on the following scale:

| | |
|-----------------|--------|
| Rank of first | = 1.00 |
| Rank of second | = .50 |
| Rank of third | = .33 |
| Rank of fourth | = .25 |
| Rank of fifth | = .20 |
| Rank of sixth | = .17 |
| Rank of seventh | = .14 |
| Rank of eighth | = .13 |

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants 1, 3 and 5 have the same low total of ranks.

| Contestant | Judge A | Judge B | Judge C | Total | Preference |
|------------|---------|---------|---------|-------|------------|
| One | 1 | 6 | 4 | 11 | + - |
| Two | 2 | 1 | 1 | N/A | |
| Three | 3 | 2 | 6 | 11 | - + |
| Four | 6 | 3 | 5 | 14 | |
| Five | 4 | 5 | 2 | 11 | - + |
| Six | 5 | 4 | 3 | 12 | |

Judges' preference cannot be determined because no contestant is given preference over both others. Convert only the ranks of the tied contestants to their decimal equivalent as follows:

| Contestant 1 | Contestant 2 | Contestant 3 |
|--------------------|--------------|--------------|
| 1st = 1.00 | 3rd = .33 | 4th = .25 |
| 6th = .17 | 2nd = .50 | 5th = .20 |
| 4th = .25 | 6th = .17 | 2nd = .50 |
| Total: 1.42 | 1.00 | .95 |

Contestant 1 has the highest decimal value, and is awarded second place. Contestant 3 has the next highest total, and is awarded third place, and contestant 5 is awarded fourth place. Both remaining unranked contestants have a majority of fifths OR BETTER. Therefore, contestant 6, with the lowest sum of total ranks, is awarded fifth place and contestant 4 is awarded sixth.

| Contestant | Judge A | Judge B | Judge C | Total | Preference | Decimal | Rank |
|------------|---------|---------|---------|-------|------------|---------|------|
| One | 1 | 6 | 4 | 11 | + - | 1.42 | 2nd |
| Two | 2 | 1 | 1 | N/A | | | 1st |
| Three | 3 | 2 | 6 | 11 | - + | 1.00 | 3rd |
| Four | 6 | 3 | 5 | 14 | | | 6th |
| Five | 4 | 5 | 2 | 11 | - + | .95 | 4th |
| Six | 5 | 4 | 3 | 12 | | | 5th |

• Summary of Ranking Criteria

- Any contestant who receives a majority of firsts (two or more from a panel of three judges) must be awarded first place.

- If no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks is awarded first place.
- If, at this point, two or more contestants tie with the same low sum of total ranks, the tie must be broken by the use of judges' preference. (See instructions for determining judges' preference.)
- In any case where there is a tie, all contestants who are tied must be awarded a place before going on to another contestant or place.
- When there is a tie among three or more contestants that cannot be broken by judges' preference, the ranks of only the tied contestants must be converted to decimal equivalents on the following scale:

| | |
|-----------------|--------|
| Rank of first | = 1.00 |
| Rank of second | = .50 |
| Rank of third | = .33 |
| Rank of fourth | = .25 |
| Rank of fifth | = .20 |
| Rank of sixth | = .17 |
| Rank of seventh | = .14 |
| Rank of eighth | = .13 |

The contestant with the highest sum total of the decimal value of ranks would be awarded first place.

- If two contestants remain tied with equal decimal values, this tie must be broken by judges' preference.
- When a tie among three or more contestants occurs that cannot be broken by these methods, it must be broken by a blind draw.
- The order of this procedure must be followed to determine all ranks. When determining second place, a majority of second place ranks OR BETTER is the first criterion. When determining third place, a majority of third place ranks OR BETTER is the first criterion, etc.

• Timekeepers

Because students in Oral Reading and Impromptu Speaking are penalized a rank for going over the allotted time, and students in Modern Oratory are penalized for going either over or under the time limits, it is important to provide trained timekeepers for these events.

You might recruit timekeepers from student service organizations or clubs, or ask for adult volunteers from your school's parent/teacher organization or community groups. If you cannot provide stop watches, timekeepers should be notified to bring their own stopwatch or watch with a secondhand.

If you do not recruit timekeepers, judges in the rounds must keep time, and this distracts from their ability to give their full attention to the contestants' performances.

• Time Signals

Time signals may be given by hand or by timecards, but timecards are recommended. The timekeeper should indicate to the contestant the time REMAINING of the allotted time. If timecards are available, when the speaker begins in Modern Oratory, the card marked "6" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "5" should be held so the speaker can see it, which indicates five minutes remaining, etc. When the speaker has talked for five minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of six minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head, or otherwise indicate that the total allotted time has been consumed.

If time cards are not used, in oral reading, with a maximum time of six minutes, when one minute has elapsed from when the speaker started, the timekeeper would hold up five fingers to show the contestant that five minutes remain. Four fingers held so the contestant could see them would indicate that four minutes remain, etc. When the total time has elapsed, the timekeeper should stand or hold a closed fist above their head to indicate so.

If timecards are used, which is recommended, make certain timekeepers have the correct cards for each event.

For **Impromptu Speaking**, cards should begin with **five**.

For **Oral Reading**, cards should begin with **six**.

For **Modern Oratory**, cards should begin with **six**.

Art

The art contest involves the study of 30 paintings from the National Gallery of Art in Washington, D.C. and from Texas art galleries and museums. Students learn to recognize and identify various works of art and the artists who created them. As part of their study, they will demonstrate a basic understanding of art history and interpret ideas and moods in original art works.

Note: The contest is an individual competition. Districts may elect to include team competition as well.

Section 1410: ART

(a) THE CONTEST.

- (1) Summary. This contest involves the study of paintings from the National Gallery of Art in Washington, D.C. and paintings from selected Texas museums. The Art Smart Bulletin, is the source for test material of history and art elements relative to the art selections. As part of their study, students will demonstrate an understanding of art history and interpret ideas and moods in original artworks while making informed judgments about the artwork.
- (2) Contest Format. Part A requires contestants to identify the artist's name, as it appears on the official list, and the title of 15 paintings selected randomly from the official list of 30 paintings as published in the Art Smart Bulletin and on the UIL website. Part B consists of 30 questions about art elements and art history characteristic of the 30 art selections. Both Parts A and B of the contest shall be conducted. Approximately 30 minutes will be allotted for Part A and 30 minutes for Part B of the contest exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade are eligible under Section 1400 or 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each school may enter as many as five contestants in the district meet.

- (4) Team Competition. If the district has elected to include team competition, the combined scores of all contestants in each division from a school, divided by the number of contestants from that school, shall constitute the school's team score. A team shall have at least three contestants compete to participate in team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students, with the exception of the person choosing the selections to be used in Part A of the contest. This person shall not be the coach of any student in the competition.
- (2) Verification Period. Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision shall be final.
- (3) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (4) Points and Ties. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for second place, there will be no third place, etc.
- (5) Certificates. Students who score 100% in both sections of the contest at the district competition are eligible to receive a Certificate of Achievement.
- (6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Art
grade level
divisions=
4-6 and 7/8

2025-2026 is
the first year
of a two-
year cycle.
Prints and
the Art Smart
Bulletin are
different
than last
school year.

Practice & Preparation

- Prints: Available from [Tune In](#) (offers prints in 4x6” and 11x14” sizes, a recorded audio tour of the selected prints and a video with pictures and tour); prints are copyrighted and may not be reproduced or distributed even for educational use without prior written permission of the artist; Remember: Prints are updated every other school year.
- [Art Smart Bulletin](#) (source for questions and answers on both Parts A and B of the test)
- [Free Practice Tests](#) (found in Elementary and Junior High Study Materials Booklets)

Contest Administration Script

Before the contest begins, a contest official must select 15 of the possible 30 prints to use for Part A of the test. This person may not be the coach of any student in the contest. This person will shuffle the prints, place them face down, and randomly select 15. Shuffle well so that prints of various types of art are included. Devise a method to cover the title and artist's name on the prints, so this information is not visible during the contest. Create an answer key from these 15 prints by numbering them on the back in pencil or with post-it labels. Make a copy of the answer key for each grader.

- (1) *Clear Room. Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets for Part A and call roll (if necessary).*
- (3) **Say: “This is the UIL Art test Part A. Write your contestant number in the upper right corner of the answer sheet, and circle your correct grade level. For this contest, you may write in pen or pencil, the name of the artist, as it appears on the official list, in the first column and the title of the painting in the second column as I show you a selection of 15 prints. We will begin the test now and after we are done, I will collect your answer sheets before moving on to Part B of the test.”**
- (4) *Display prints one at a time, each print for approximately one minute to one and one half minutes.*
- (5) *After 15 prints have been displayed, collect answer sheets for Part A and put the prints away so that students may not see them anymore.*
- (6) **Say: “Now, I will collect your answer sheets for Part A.”**
- (7) *Collect all Part A answer sheets and put away all prints before continuing with Part B.*
- (8) **Say: “Next, I will pass out answer sheets for Part B. After you receive your answer sheet, write your contestant number in the upper right hand corner of the answer sheet and circle your correct grade level.”**
- (9) **Say: “Now, I will pass out the test for Part B. Do not open the test until I instruct you to do so.”**
- (10) *Distribute tests for Part B.*
- (11) **Say: “You may mark on your test booklet; however, all answers should be recorded on your answer sheet. After 30 minutes, I will give you the stop signal.”**
- (12) **Then, Say: “You may now open your test booklet.”**
- (13) *Allow students 30 minutes to take the test.*
- (14) **When the test period of 30 minutes has ended, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet and test booklet.”**

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Format

- Part A: Requires students to write the artist name and painting title according to the [UIL official list](#).
- Part B: This may include multiple choice, true/false and some short answer questions. Spelling will not be penalized on short answer questions.

Contest Grade Divisions

- This contest will consist of two divisions (fourth-sixth and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director*. The contest director will be in charge of running the contest and resolving any problems that arise.
- *Monitor*. Two monitors make certain that contestants work quietly and independently.
- *Graders*. At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL*- Part B tests, answer sheets, answer key, Certificates of Excellence (for district meets).
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by host school*- Fifteen prints selected randomly by the director from the official list. A coach with students involved in the contest shall not choose the contest prints. The host school must provide prints for use in the Part A identification section.
- *Provided by the school or student*- Pens, pencils and/or erasers

Grading/Scoring Rules

Criteria

- The test is graded objectively. A perfect score is 120. **In Part A, award two points if the artist's name is correct; award one point if the artist's name is correct but misspelled. Award two points if the title of the art is correct; award one point if the title of the art is correct but misspelled. In part B, award two points for each correct answer. Do not deduct points; simply award no points for incorrect or unanswered items.**

Scoring

- Each test should be independently scored twice, and papers contending to place should be scored a third time. To compute the team score, the total scores of all members who participated on the team shall be added and then divided by the number who participated on the team (team score sheet [available here on the right-hand side of the page](#)). A team shall have at least three contestants to participate in the team competition.

FAQs about Rules

May we only administer one part of the test for a district meet?

No. For district meets, both parts A and B must be administered.

What if we can't read a student's handwriting?

If there is a legibility of a letter question, place a blank piece of paper on either side of the letter, separating it from its context and then determine whether the letter can be identified. If two of three graders rule a letter is legible, it should be considered correct.

Sample Questions Using Current List

Below are sample questions using the new art list. Actual tests have 30 questions.

Art Elements and Principles (Part B), Grades 4-6

Answer Key Art Elements and Principles

4-6

1. D

2. C

3. C

4. B

5. B

6. A

7. A

8. B

1. When we mix red and yellow together, what color do we get?

- a) Purple
- b) Green
- c) Pink
- d) Orange

2. What are analogous colors?

- a) Colors opposite each other on the color wheel
- b) Colors that can't be mixed from other colors
- c) Colors next to each other on the color wheel
- d) Colors that aren't on the color wheel

3. What kind of lines suggest peacefulness and calm?

- a) Vertical lines
- b) Diagonal lines
- c) Horizontal lines
- d) Zigzag lines

4. Which of these colors is NOT a primary color?

- a) Red
- b) Green
- c) Blue
- d) Yellow

5. What is the foreground of a painting?

- a) The part that seems farthest away
- b) The part that seems closest to the viewer
- c) The middle part of the painting
- d) The upper fourth of the painting

True/False

6. Warm colors like red and orange make objects appear closer to us than cool colors like blue and green.

- a) True
- b) False

7. Texture in a painting can be smooth or rough, depending on how the artist applies the paint.

- a) True
- b) False

8. A shape is three-dimensional, while a form is two-dimensional.

- a) True
- b) False

Art Elements and Principles (Part B), Grades 7-8

7-8

1. C

2. C

3. B

4. C

5. A

6. A

7. B

8. A

1. What element creates rhythm in a painting?

- a) Using only primary colors
- b) Making all lines vertical
- c) Repeating shapes and colors
- d) Using neutral colors only

2. What technique creates dramatic contrast between light and dark to create depth and volume?

- a) Sfumato
- b) Perspective
- c) Chiaroscuro
- d) Rhythm

3. Why are neutral colors not included on the color wheel?

- a) They are too dark
- b) They lack saturation
- c) They are too light
- d) They are primary colors

4. Which best describes composition in painting?

- a) The size of the canvas
- b) The illusion of depth in a painting
- c) How all elements work together to create a painting
- d) The subject of the painting

5. Complimentary colors

- a) Are across from each other on the color wheel
- b) Are next to each other on the color wheel
- c) Are colors not found on the color wheel
- d) Are any two colors that compliment each other aesthetically

True/False

6. Point of view is the position from which the viewer sees objects in a painting.

- a) True
- b) False

7. Shapes have three dimensions: height, width, and depth.

- a) True
- b) False

8. Grey is an example of a neutral color.

- a) True
- b) False

Sample Questions (cont.)

Art History (Part B), Grades 4-6

Answer Key Art History

9. During which period did artists begin using oil paint?
- a) Renaissance c) Modern
b) Baroque d) Contemporary
10. What is unusual about Chuck Close's later portraits?
- a) They are all self-portraits
b) They are all of famous women
c) They are made of tiny abstract pictures in a grid
d) They are very small
11. What technique did Leonardo da Vinci use that made his portraits look softer?
- a) Chiaroscuro c) Fauvism
b) Sfumato d) Cross Hatching
12. Which of these artists was a part of the Dutch Golden Age?
- a) Wyeth c) Ercole
b) Sorolla d) Rembrandt
13. Fishing Boats (Le Perrey) by Braque is an example of
- a) Abstract Expressionism
b) Genre painting
c) Cubism
d) Still Life
- True/False**
14. Thiebaud was famous for paintings of American foods and treats.
- a) True
b) False
15. The Renaissance began in Paris, France.
- a) True
b) False
16. Anselm Kiefer was a Spanish painter who started the Cubist movement.
- a) True
b) False

- 4-6**
9. A
10. C
11. B
12. D
13. C
14. A
15. B
16. B

Art History (Part B), Grades 7-8

9. What was revolutionary about Braque's approach to landscape painting?
- a) He painted outdoors
b) He used bright colors
c) He showed multiple viewpoints at once
d) He focused on cityscapes
10. What medium did Wyeth work in to create That Gentleman?
- a) Tempera c) Woodcut printing
b) Oil paint d) Acrylic paint
11. What was the Harlem Renaissance?
- a) A political movement for African American voting rights
b) A cultural, artistic, and intellectual movement celebrating African American achievements
c) A social movement advocating for better working conditions in Harlem factories
d) A religious revival in Harlem, New York
12. What country was Francisco de Goya from?
- a) France c) Spain
b) Italy d) Peru
13. René Magritte belonged to which artistic movement?
- a) Cubism
b) Impressionism
c) Post Impressionism
d) Surrealism
- True/False**
14. Post-Impressionist artists all shared the same style and techniques.
- a) True
b) False
15. Tiepolo's The Storyteller shows us a scene from everyday life in Venice.
- a) True
b) False
16. Amedeo Modigliani was the pioneer of the Fauvist movement, which uses bright colors and simplified forms to express emotion.
- a) True
b) False

- 7-8**
9. C
10. A
11. B
12. C
13. D
14. B
15. A
16. B

FOR GRADER USE ONLY

Score Test Below:

_____ out of 60. Initials _____

_____ out of 60. Initials _____

Papers contending to place:

_____ out of 60. Initials _____

**To calculate final score, add Part A and Part B together.*



**University Interscholastic League
A+ Art Contest Part B • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level:

4 5 6 7 8

Art Elements & Principles

- 1. A B C D
- 2. A B C D
- 3. A B C D
- 4. A B C D
- 5. A B C D
- 6. A B C D
- 7. A B C D
- 8. A B C D
- 9. A B C D
- 10. A B C D
- 11. True False
- 12. True False
- 13. True False
- 14. True False
- 15. True False

Art History

- 16. A B C D
- 17. A B C D
- 18. A B C D
- 19. A B C D
- 20. A B C D
- 21. A B C D
- 22. A B C D
- 23. A B C D
- 24. A B C D
- 25. A B C D
- 26. True False
- 27. True False
- 28. True False
- 29. True False
- 30. True False

Calculator Applications

The calculator applications contest is designed to stimulate the development of mathematical and calculator skills. Goals are both intellectual and practical: developing mathematical reasoning and knowledge and requiring the application of problem-solving skills toward realistic problems.

Section 1414: CALCULATOR APPLICATIONS

(a) THE CONTEST.

(1) Summary. This contest is designed to stimulate the development of mathematical and calculator skills. Goals are both intellectual and practical: developing mathematical reasoning and knowledge and requiring the application of problem-solving skills toward realistic problems.

(2) Contest Format. Students will take a test containing 80 problems. The contest consists of problems that may include calculations involving addition, subtraction, multiplication, division, roots and powers. It also includes straightforward calculation problems and simple geometric and stated problems similar to those found in recently adopted textbooks. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

(4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

(1) Personnel. All personnel in this contest may be coaches of participating students.

(2) Verification Period. Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.

(3) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.

(4) Points and Ties. Points are awarded as specified in Section 1408 (i). Tied individual or teams split the total points equally for the two or more places in which a tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for second place, there will be no third place, etc.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Calculator
grade level
division= 6-8

Practice & Preparation

- [Free Junior High Study Materials Booklet](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

Thirty minutes before the contest begins, assemble contestants sparsely around the room. Check tests for defects and omissions in the presence of coaches. ~~No pre-recorded programs may be used in the contest. Coaches may assist in clearing calculators of all data and program memory that can be cleared prior to the contest.~~ *(The two previous sentences are no longer applicable beginning fall 2025).*

- (1) Clear Room. Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.
- (2) Distribute test booklets and call roll (if necessary).
- (3) **Say: “This is the UIL Calculator test. Write your contestant number in the upper right corner of your test booklet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”**
- (4) After all students have written their contestant number and circled their grade level, **Say:**
 - (A) **“You may use any silent, hand-held calculator that does not require auxiliary electric power. ~~Your calculator data and program memory should now be cleared. You may not use pre-recorded programs during the contest.~~**
 - (B) **You may write on the test paper, but only the answer should be written in the answer space. You may erase or mark out an answer previously written, provided you write the revised answer within the answer space and clearly indicate the answer you wish to be graded.**
 - (C) **Timing devices, including watches, that emit an audible signal are not allowed in the contest room.**
 - (D) **This is a 30-minute contest. No time warnings will be given. Remain in your seat throughout the contest period. No talking or distracting noises will be permitted.**
 - (E) **When the end of the contest period is indicated, you shall cease calculator operations. After the stop signal is given you may, however, write down the number displayed on your calculator.**
 - (F) **Any answer may be written in decimal or in powers of 10 notation of the form, 1.23×10^{-6} , but not in both. Except in the integer and dollar sign problems, answers should be written with three significant digits only, with plus or minus one unit error in the third significant digit permitted. Integer problems require answers written as an integer and no error is permitted. Dollar sign problems should be answered to the exact cent, but plus or minus one cent error is permitted. Answers should be given in the units specified on the answer blank, if a unit is required, and with the correct sign.**
 - (G) **All problems through the last problem completed or attempted will be graded. A problem is considered to have been attempted if any mark or erasure appears in the answer space for that problem. Scoring is plus five points for correct answers and minus four points for incorrect, skipped or illegible answers.”**
- (5) **Say: “You may mark on your test booklet; however, all answers should be recorded in the answer spaces. If you need a reminder about how to write your answers, refer to the information located on the back of your test booklet cover page. After 30 minutes, I will give you the stop signal.”**
- (6) Then, **Say: “You may now open your test booklet to the first page and begin taking the test.”**
- (7) Allow students 30 minutes to take the test.
- (8) When the test period of 30 minutes has ended, **Say: “Please stop taking the test. You may write the number displayed on your calculator, but that is all. I will now collect your test booklet and scratch paper.”**

If the answer to a question is 3.68×10^1 , would the answer be correct if it were given as 36.8×10 with the exponent 1 omitted?

The following are correct answers:

3.68×10^1
 3.68×10
 36.8

The following are incorrect answers:

$3.68E1$
 $3.68 \cdot 10$
 36.8×10

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
- *Monitor.* Two monitors make certain that contestants work quietly and independently.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-*Tests, Answer key, contest rosters. One test will be provided for all three grades.
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available
- *Provided by the host school-* Blank paper (scratch paper for contestants if requested)
- *Provided by the school or student-* Only silent, commercially available calculators that do not require auxiliary power are permitted. Spare calculators or battery packs are also permitted. Pens, pencils and/or erasers.
- *Other-* No other materials or notes may be used in the contest.

Grading/Scoring Rules

Criteria

- The 80-question test is graded objectively. Only problems through the last completed or attempted problem will be graded. **Add five points for each correct answer. Deduct four points for each incorrect, skipped or illegible answer.**

Briefing Graders

- Brief graders on the procedure to be used for grading, and go over the information about how answers are to be written.

Scoring

- Exclude contestants from the room when grading. Allow sufficient time for careful grading. Ask coaches to disqualify themselves in scoring their own cotestant's papers, if they recognize handwriting. Each test should be independently scored twice, and papers contending to place should be scored a third time. Draw a line after the last problem attempted. Any mark in the answer blank, including erased marks, constitutes an attempt. Erasing or marking through an answer is allowed as long as the correct answer is clearly placed in the answer blank.

Ranking

- Rank tests from highest to lowest scores. Individual places shall be determined and recognized through sixth place in each division. Team places may be determined and recognized through third place in each division.

Ties

- If two individual contestants' papers or two teams have the same score, then a tie exists.

FAQs about Rules

What kind of calculator may be used?

The “General Contest Information” states that “only silent, commercially available calculators that do not require auxiliary power are permitted.” And that “spare calculators or battery packs are also permitted.” **Therefore, there is no specific calculator that may be used for this contest as long as it follows the aforementioned parameters.**

How long does the contest last?

Thirty minutes will be allowed for the contest. A clock should be visible to all contestants.

How many sets of materials are available?

The UIL will make available one test for invitational meets, one test for fall/winter district meets and one test for spring district meets.

Calculator Applications Sample

2024 – 2025 UIL MS Calculator Test B

- 25Y-1. $26.9 + 29.1$ ----- 1= _____
- 25Y-2. $56 - 8 + 53$ ----- 2= _____
- 25Y-3. $60 + 139 + 90$ ----- 3= _____
- 25Y-4. $50 + 10 - 51 - 50$ ----- 4= _____
- 25Y-5. $-2070 - 2020 - 5280 + 4040$ ----- 5= _____
- 25Y-6. $562 + 303 - 326 - 69.3 - 253$ ----- 6= _____
- 25Y-7. $(4.36 - 2.96) + (3.59 - 2.37 - 0.824)$ ----- 7= _____
- 25Y-8. $-6.9 - 1.71 + \pi - 1.67 - 1.34$ ----- 8= _____
- 25Y-9. $399 \times 201 \times 133$ ----- 9= _____
- 25Y-10. $155 \times 133 \times 338 \times 162$ ----- 10= _____
- 25Y-11. What is sum of ninety-one point seven, fourteen and two-thirds and three pi? ----- 11= _____
- 25Y-12. If the University Interscholastic League (UIL) was founded on May 3, 1913, how old is the UIL in November 2024? ----- 12= _____ yrs(integer)
- 25Y-13. To replace the blade on my lawn mower, I was told it would cost me \$72.88. If the labor cost for blade replacement is \$45.50, how much did the new blade cost? ----- 13= \$ _____

These sample questions are taken from 2024-2025 Fall/Winter district test. An actual exam contains 80 fill-in-the-blank questions.

Answer Key

1. 56.0
5.60x10¹
2. 101
1.01x10²
3. 289
2.89x10²
4. -41.0
-4.10x10¹
5. -5330
-5.33x10³
6. 217
2.17x10²
7. 1.80
1.80x10⁰
8. -8.48
-8.48x10⁰
9. 1.07x10⁷
10. 1.13x10⁹
11. 116
1.16x10²
12. 111
Integer Answer
13. 27.38
Dollar Answer

Chess Puzzle

The benefits of chess are well documented for players of all ages, and especially for young people. Chess teaches problem solving, hones concentration and encourages analytical and strategic thinking. Chess can be a lifelong pursuit. Chess puzzle solving introduces students to the study of chess in a format that can be easily implemented in A+ school programs and district meets.

Section 1416: CHESS PUZZLE

(a) THE CONTEST.

- (1) Summary. The study of chess teaches analytical thinking, pattern recognition and creativity, which in turn improve student performance in reading, writing, history, geography, and math.
- (2) Contest Format. Students will take an objective test containing approximately 20 chess puzzles, plus a tiebreaker section. Answer formats may include fill-in-the-blank, multiple choice and/or true/false. Thirty minutes will be allotted for the testing period and an additional five minutes will be allotted for the tiebreaker, exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under sections 1400 and 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.
- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score.

A team shall have three contestants compete to participate in team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in the contest may be coaches of participating students.
- (2) Verification Period. Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official answer keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision shall be final.
- (3) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (4) Points and Ties. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which the tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for second place, there will be no third place, etc.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Chess Puzzle
grade level
divisions=
2/3, 4/5, and
6-8**

Practice & Preparation

- [Chess Puzzle page](#)
- [Free Study Material Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets, test booklets, and call roll (if necessary).*
- (3) **Say: “This is the UIL Chess Puzzle test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”**
- (4) *After all students have written their contestant number and circled their grade level, read the following rules aloud:*

Say:

(A) “There are _____ (16 or 20) questions on this test. You will have 30 minutes to complete it. All questions are multiple choice. All answers should be recorded on your answer sheet. You may write or mark on the test booklet. Multiple-choice answers purposely do not indicate check, checkmate, or e.p. symbols.

(B) You will be awarded one point for each correct answer. No deductions will be made for incorrect answers or skipped questions on this test. Finishing early is not rewarded, even to break ties. So use all of your time.

(C) Some of the questions may be hard, but all of the puzzles are interesting! Good luck and have fun! If you don’t already know chess notation, reading and referring to the section inside your test booklet will help you.

(D) After 30 minutes, I will give you the stop signal. You may now open your test booklet to the first page and begin taking the test.”

- (5) *Allow students 30 minutes to take the test.*
- (6) *When the test period of 30 minutes has ended Say: “Please stop taking the test. Close your test booklet and put it to the side. I will now pass out the tiebreaker test booklet. Do not open the booklet until I tell you to do so. You will have 5 minutes to take the tiebreaker.”*
- (7) *After all students have received their tiebreaker booklet, Say: “You may now open the tiebreaker test booklet.”*
- (8) *Allow students 5 minutes to take the tiebreaker.*
- (9) *When the tiebreaker period of five minutes has ended, Say: “Please stop taking the tiebreaker and put your pens or pencils down. I will now collect your answer sheet, test booklet, and tiebreaker booklet.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of three divisions (second/third, fourth/fifth, and sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
- *Timekeeper.* The contest director will serve as official timekeeper and will give only a start and stop signal. A clock should be visible to all contestants.
- *Graders.* At least three graders should be familiar with the instructions for grading and contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Copies of test, answer key and answer sheet
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the school or student-* Pens or pencils and blank sheets of paper
- *Other-* No other materials or notes may be used in the contest.

Grading/Scoring Rules

Criteria

- The test is graded objectively. **For the test and tiebreaker, award one point for each correct answer. There are no deductions for incorrect or skipped questions.**

Briefing Graders

- Brief graders on the procedure to be used for grading and explain scoring process.

Scoring

- Each test should be independently scored twice, and papers contending to place should be scored a third time.

Ties

- It is only necessary to grade the tiebreaker only for papers involved in a tie. In individual competition, if two or more contestants tie, the contestant with the best tiebreaker score receives the higher place. In team competition, if two or more teams tie, the team with the best combined tiebreaker score for all team members wins the tiebreaker and receives the higher place. If two or more individuals or teams have both the same objective score and the same tiebreaker score, the tie stands and will not be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.

Points

- Points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which the tie exists.

FAQs about Rules

How long does the contest last?

For all divisions, contestants will be given 30 minutes to answer all test questions and 5 minutes for the tiebreaker section.

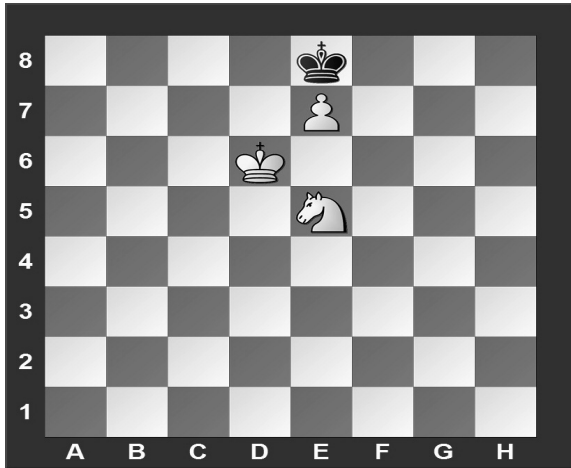
How many sets of materials are available?

The UIL will make available sets of test questions, one test for each division for invitational meets, one test for each division for fall/winter district meets, and one test for each division for spring district meets.

Sample Questions, grades 2-3

UIL Chess Puzzle Solving — Fall 2024 — Grades 2 and 3

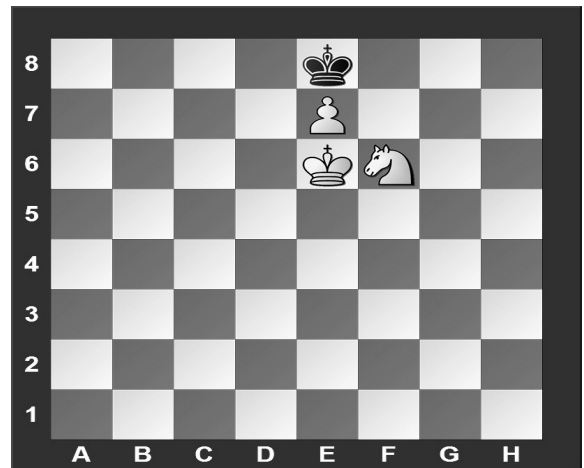
#1. Black to move



What term best describes this situation?

- a) Black is in checkmate.
- b) Black is in stalemate.
- c) Black is in check.
- d) None of the above.

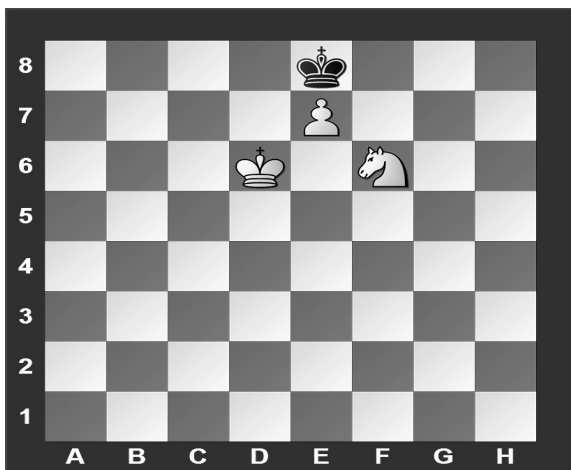
#2. Black to move



What term best describes this situation?

- a) Black is in checkmate.
- b) Black is in stalemate.
- c) Black is in check.
- d) None of the above.

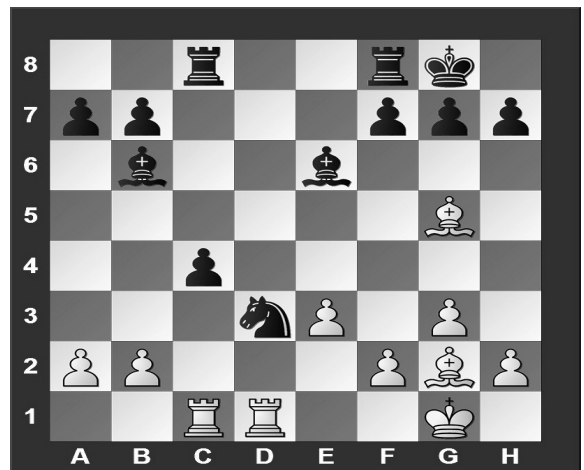
#3. Black to move



What term best describes this situation?

- a) Black is in check.
- b) Black is in stalemate.
- c) Black is in checkmate.
- d) None of the above.

#4.



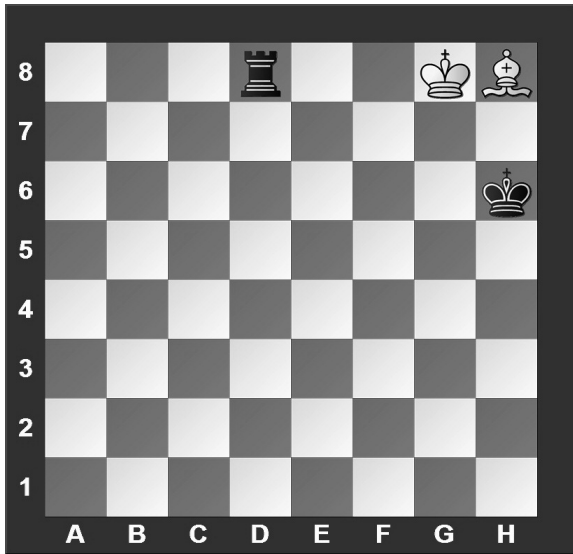
Which side has material advantage?

- a) White
- b) Black
- c) It's even.
- d) It's not possible to tell without knowing who is to move.

Sample Questions, grades 4-5

UIL Chess Puzzle Solving — Fall 2024 — Grades 4 and 5

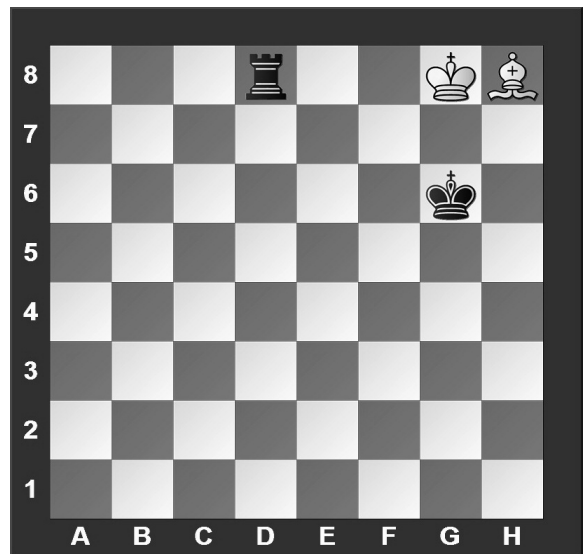
#1. White to move



What term best describes this situation?

- a) White is in checkmate.
- b) White is in stalemate.
- c) White is in check.
- d) None of the above.

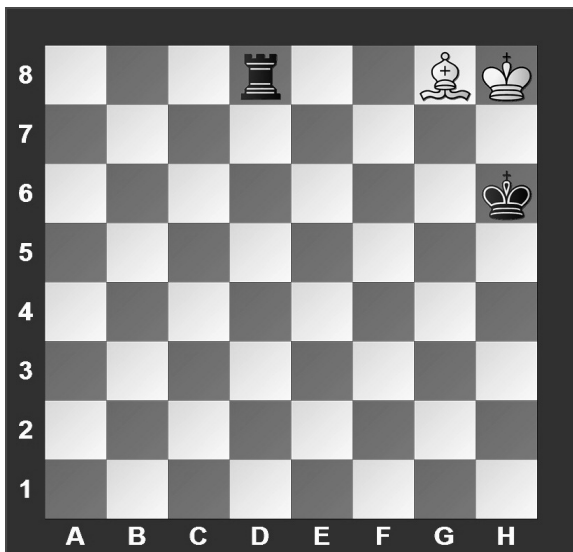
#2. White to move



What term best describes this situation?

- a) White is in checkmate.
- b) White is in stalemate.
- c) White is in check.
- d) None of the above.

#3. White to move



What term best describes this situation?

- a) White is in checkmate.
- b) White is in stalemate.
- c) White is in check.
- d) None of the above.

#4.



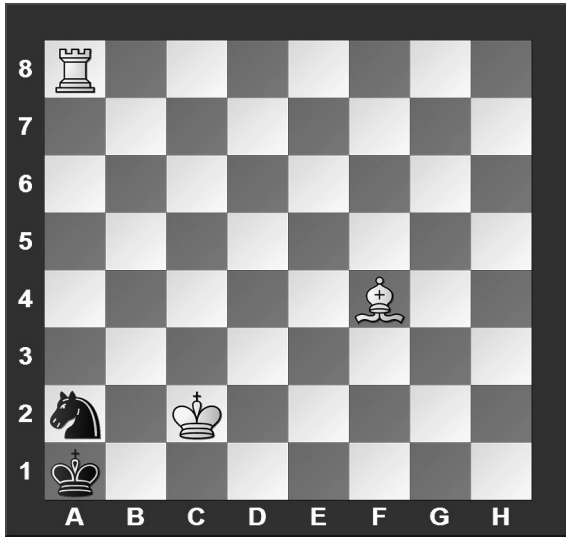
Which side has material advantage?

- a) White
- b) It is even.
- c) Black
- d) It is not possible to tell.

Sample Questions, grades 6-8

UIL Chess Puzzle Solving — Fall 2024 — Grades 6-8

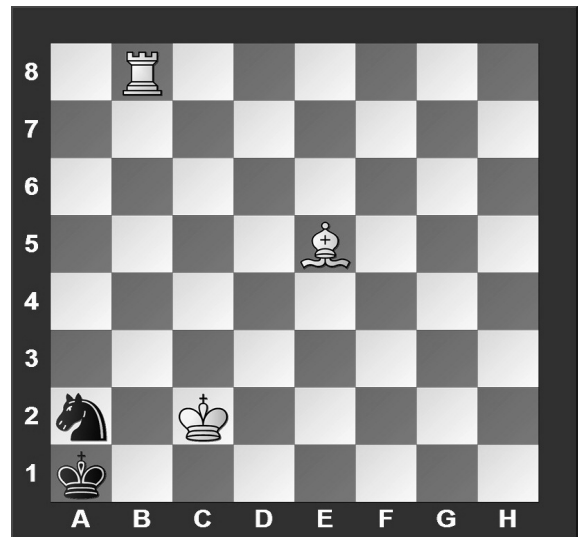
#1. Black to move



What term best describes this situation?

- a) Black is in checkmate.
- b) Black is in stalemate.
- c) Black is in check.
- d) None of the above.

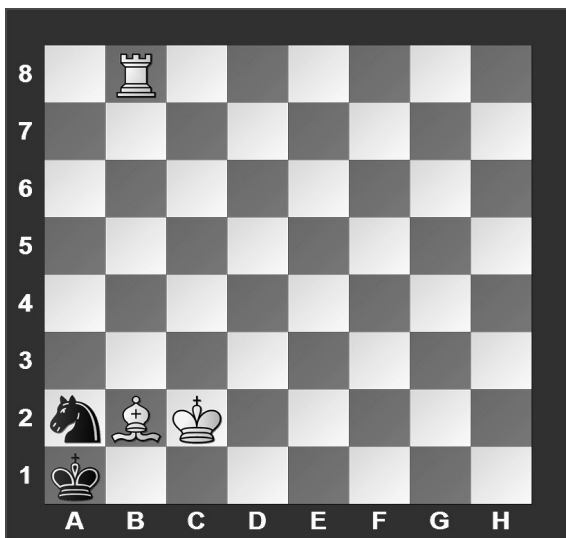
#2. Black to move



What term best describes this situation?

- a) Black is in checkmate.
- b) Black is in stalemate.
- c) Black is in check.
- d) None of the above.

#3 Black to move.



What term best describes this situation?

- a) Black is in checkmate.
- b) Black is in stalemate.
- c) Black is in check.
- d) None of the above.

#4.



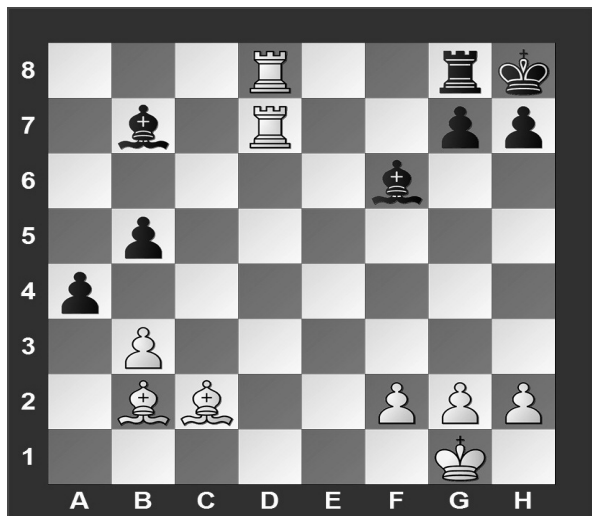
Which side has material advantage?

- a) White
- b) Black
- c) It's even.
- d) It's not possible to tell without knowing who is to move.

Sample Questions, Tiebreaker, All Grades

UIL Chess Puzzle Solving — Fall 2024 — Tiebreaker, All Grades

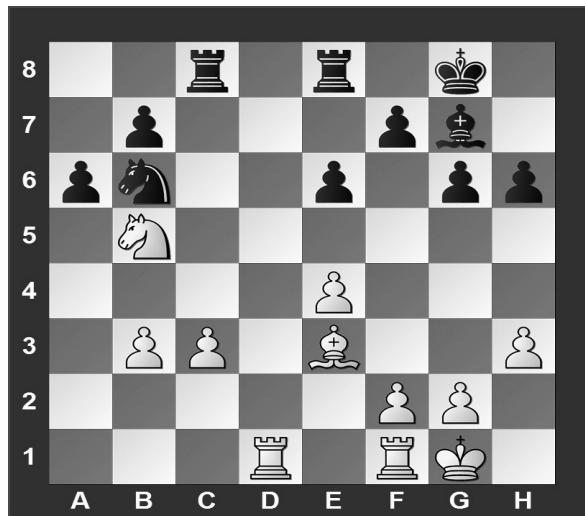
#1. White to move



If White can checkmate Black in two moves, what is White's *first* move?

- a) ♖xg8
- b) ♖xb7
- c) ♖xg7
- d) ♕xf6

#2. White to move



What is White's best move?

- a) ♘d6
- b) ♘a7
- c) ♕xb6
- d) c4

#3. White to move



What is White's best move?

- a) ♘xd5
- b) ♖xg6
- c) ♘e4
- d) e4

#4. White to move



What is White's best move?

- a) ♕xb5
- b) axb5
- c) ♖xd5
- d) ♘e5

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Test/Tiebreaker (#correct)

_____/_____/_____ Initials_____

_____/_____/_____ Initials_____

Papers contending to place:

_____/_____/_____ Initials_____



**University Interscholastic League
A+ Chess Puzzle Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level: 2 3 4 5 6 7 8

Test (circle only one answer for each question)

1. a b c d

2. a b c d

3. a b c d

4. a b c d

5. a b c d

6. a b c d

7. a b c d

8. a b c d

9. a b c d

10. a b c d

11. a b c d

12. a b c d

13. a b c d

14. a b c d

15. a b c d

16. a b c d

17. a b c d

18. a b c d

19. a b c d

20. a b c d

**Questions
#17- 20
only for
Grades 4-8**

Tiebreaker (circle only one answer for each question)

1. a b c d

2. a b c d

3. a b c d

4. a b c d

5. a b c d

6. a b c d

7. a b c d

8. a b c d

Creative Writing

Creative writing is designed to promote creativity in an academic format and to encourage writing skills at an early grade level. Through preparation for the contest, students will be able to evaluate their own writing and the writing of others.

Section 1418: CREATIVE WRITING

- (a) THE CONTEST.
- (1) Summary. This contest is designed to promote creativity in an academic format and to encourage writing skills at an early grade level. Through preparation for the contest, students will be able to evaluate their own writing and the writing of others.
 - (2) Contest Format. Contestants will be given a prompt with several captioned pictures. From these pictures, the students will create an original story based on their selections. The stories shall contain at least one of the pictured items, but it is not required that all items on the page be included. Thirty minutes will be allotted for writing exclusive of time required for instructions.
- (b) REPRESENTATION.
- (1) Contestants. Students in the second grade who are eligible under Section 1405 may enter this contest.
 - (2) Divisions. This contest will consist of only one division.
 - (3) Individual Competition. Each participant school may enter as many as three contestants in the district meet.
 - (4) Team Competition. There is no team competition in creative writing.
- (c) CONTEST ADMINISTRATION.
- (1) Personnel. The contest director may be the coach of a participating student.
 - (2) Viewing Period. An optional period not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations, stories and verify identification.
 - (3) Official Results. After the viewing period has ended and all contest papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
 - (4) Returning Materials. No materials from the district contests may be returned to contestants prior to official release dates.

**Creative
Writing
= 2nd
Grade**

Practice & Preparation

- [Free Elementary Study Materials Booklet](#)
- [Free Ready Writing & Creative Writing Handbook](#)
- [Prompts from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

The contest has no minimum word length.

Before the contest begins, coaches may assist with putting contestant numbers on students' blank paper if necessary. Inform contestants and coaches of the time and place of the viewing period, if one is scheduled. A verification period is strongly encouraged not to exceed 15 minutes to review evaluations and compositions and verify identification (not to question judge decisions). Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

- (1) *Call roll (if necessary).*
- (2) **Say: "This is the UIL Creative Writing event. Write your contestant number in the upper right corner of your blank writing paper."**
- (3) *After all students have written their contestant number, Say: "Now, I am going to pass out the Creative Writing prompt sheet faced down. Do not turn it over until I tell you to do so."*
- (4) *After all students have received a prompt sheet, Say: "Turn over the prompt page. Now, I will read the instructions. 'Write a story on your own paper. You must write about at least one of the things shown on this page. You may use as many of the pictures as you want.' You may use the instruction and prompt page for notes or ideas."*
- (5) *Next, read the captions underneath each picture.*
- (6) **Say: "You will have 30 minutes to write a story, and I will give you a 5 minute warning before time is up. You may begin writing your story now."**
- (7) *After 25 minutes, Say: "You now have five minutes to finish your story."*
- (8) *After 30 minutes, Say: "It is now time to stop writing. Please put your pencils or pens down, and I will collect your prompts and contestant papers."*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Necessary Contest Personnel:

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director. The contest director may be the coach of a participating student.
- *Judges (Graders).* A single or an odd number of judges should be familiar with the instructions for grading and the contest rules. They should be qualified and impartial. Judge(s) may not be coaches of participating students. The contest director may recruit as many judges as necessary.

Contest Material Overview:

- *Provided by UIL-* Prompts and evaluation sheets, contest rosters, judges' ballots, instruction sheet for judges
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Host School-* Blank paper
- *Provided by the School or student-* Pens, pencils and/or erasers
- *Other-* Contestants may use a standard thesaurus and dictionary during the contest

Judging/Scoring Rules

Criteria for Judging:

- (A) The stories are evaluated as to relative excellence in creativity (60%), organization (30%) and grammatical correctness of style (10%).
- (B) Interest depends primarily upon substance. It depends next upon clarity and upon including specific details and examples which individualize the story as an outgrowth of the writer's character and experience.
- (C) A well-organized story will present ideas in a logical and coherent manner.
- (D) Grammatical correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word usage.

Briefing Judges: Prior to the contest, the director should discuss thoroughly with judges the criteria for evaluating the stories.

Ranking Stories: Judges shall read the stories and, without marking on the papers, shall rank them in the order of their excellence: 1, 2, 3, 4, etc. The judges should discuss the stories contending for a rank and may alter their decisions as a result of the discussion. Judges are to reach a consensus on the rankings.

Ties: There can be no ties in this contest.

Preparing Evaluation Sheets: Judges shall prepare comments on the Creative Writing Evaluation Sheets for each entry. Comments should reflect the UIL philosophy of judging. Identify and comment first on the positive aspects of the story, then offer constructive criticism. Comments need not be long, but they should be specific rather than general.

Points: Points are awarded through sixth place. See Section 1408 (i).

FAQs about Rules

How long does the contest last?

Allow 30 minutes for students to create and write stories.

How many sets of materials are available?

The UIL will make available one prompt sheet for invitational meets, one prompt sheet for fall/winter district meets and one prompt sheet for spring district meets.



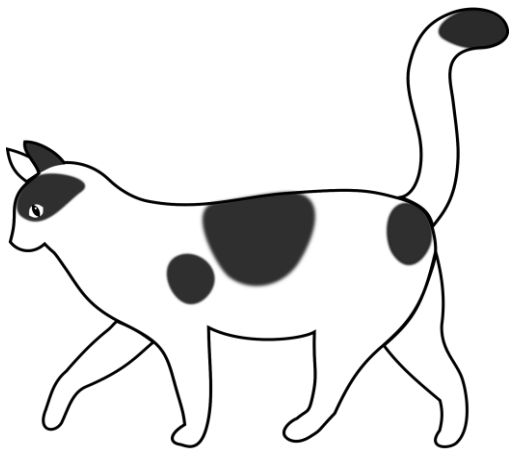
A+ Creative Writing Contest

FALL/WINTER DISTRICT

GRADE 2

2024-2025

Write a story on your own paper. You must write about at least one of the things shown on this page. You may use as many of the pictures as you want.



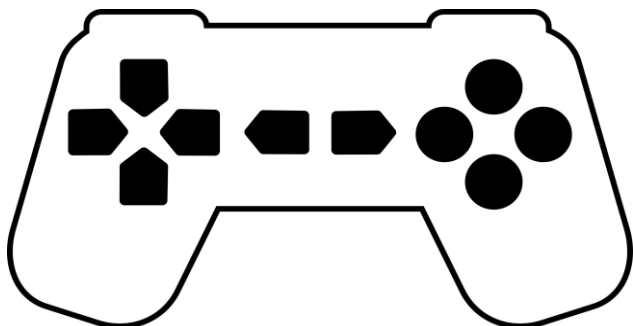
cat



backpack



sandals



video game controller



circus

Contestant Number _____

Contestant Name _____
(to be filled in after judging)

UIL A+ Creative Writing Evaluation Sheet

Elementary

Judges should review the picture prompt options given to the contestants. They should also read “Instructions for the Judges” for Creative Writing before evaluating contestants’ papers. The compositions are to be evaluated as to relative excellence in creativity and interest (60%), organization (30%) and correctness of style (10%). While judges are to consider all three elements in selecting the most effective compositions, they should weigh creativity and interest more than organization and organization more than correctness of style.

CREATIVITY & INTEREST Interest depends primarily upon substance. It depends next upon clarity and upon including specific details and examples, which individualize the story as an outgrowth of the writer’s character and experience (60%).

ORGANIZATION: A well-organized story will present ideas in a logical and coherent manner (30%).

CORRECTNESS OF STYLE: Grammatical correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word usage (10%).

CONSTRUCTIVE COMMENTS FOR THE CONTESTANT

Please make your comments using language understandable to the contestant and make all comments constructive and supportive.

Judge’s signature _____

Dictionary Skills

Thorough knowledge of the dictionary is a way to increase a student's ability to find the information that is needed for class work as well as everyday living. The subject matter of all tests is taken from Merriam-Webster's Intermediate Dictionary. Contestants may use other dictionaries in the contest, but the correct test answers will be found in the official dictionary.

Section 1422: DICTIONARY SKILLS

(a) THE CONTEST.

- (1) Summary. Thorough knowledge of the dictionary is a way to increase a student's ability to find the information that is needed for class work as well as everyday living. The subject matter of all tests is taken from Merriam Webster's Intermediate Dictionary. Contestants may use other dictionaries in the contest. In preparation for this contest, students will develop skills to communicate effectively.
- (2) Contest Format. Each test consists of 40 objective questions. Contestants use dictionaries in the competition. Twenty minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.
- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants competing to participate in the team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Verification Period. Contestants and coaches shall be given a period not to exceed 15 minutes to examine their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision shall be final.
- (3) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (4) Points and Ties. Points are awarded as specified in Section 1408 (i). No ties are to be broken in either the individual or the team component of this contest. Tied contestants or teams split the total points equally for the two or more places in which a tie exists. Should there be a tie for first place, there will be no second place. Should there be a tie for second place, there will be no third place, etc.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Dictionary
Skills
grade level
divisions=
5/6 and 7/8**

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

(1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*

(2) *Distribute answer sheets, test booklets, and call roll (if necessary).*

(3) **Say: “This is the UIL Dictionary test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”**

(4) *After all students have written their contestant number and circled their grade level,*

Say: “All answers should be recorded on your answer sheet, not on your copy of the test. You will have 20 minutes to take the test. You may now open your test booklet and begin taking the test.”

(5) *Allow students 20 minutes to take the test.*

(6) *When the test period of 20 minutes has ended, Say: “Please stop taking the test and put your pencils or pens down. I will now collect your answer sheet and test booklet.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

OFFICIAL DICTIONARY

One source for
dictionaries:

Texas
Educational
Paperbacks
3824 Cedar
Springs Rd.
#202,
Dallas, TX 75219
phone:
800-443-2078
fax:
800-437-7070
web:
<https://tepbooks.com:4443/contact.aspx>

NOTE:
Refer to the
[Dictionary Skills](#)
page of the UIL
A+ web site for
information
about editions
of the dictionary
currently in use.

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fifth/sixth and seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Tests and answer sheets, answer key, contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Host School-* Blank paper
- *Provided by the School or student-* Dictionary (which may be tabbed), pens, pencils and/or erasers
- *Other-* No other materials or notes may be used in the contest

Grading/Scoring Rules

Criteria

- The 40-question test is graded objectively. A perfect score is 120.

Briefing Graders

- Brief graders on the procedure to be used for grading and explain scoring process.

Scoring

- Each test should be independently scored twice, and papers contending to place should be scored a third time. **For each correct answer, add three points. For each incorrect answer, subtract two points. No deduction is taken for skipped or unanswered items.**

Points

- Points. Individual points shall be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i).

FAQs about Rules

How long does the contest last?

Twenty minutes are allowed for the contest.

Do students have to use the Merriam Webster's Intermediate Dictionary?

Test questions will be based on this dictionary; however, contestants may use older editions or other dictionaries.

How many sets of materials are available?

One test will be provided for grades 5 and 6; another test will be provided for grades 7 and 8. The UIL will make available one set of tests for invitational meets, one for fall/winter district meets and one for spring district meets.

Are tabbed dictionaries allowed?

Yes, and the tabs may also be labelled (within reason).

**University Interscholastic League
2024-2025 Dictionary Skills Contest
Fall/Winter District Test — Grades 5 & 6**

1. When does the sun enter Taurus according to the zodiac?
A. March 21
B. April 20
C. May 21
D. June 22
2. In which of the following time periods would you have been most likely to find people using runes?
A. 2nd century
B. 19th century
C. 12th century
D. 21st century
3. Hiawatha was the chief of which Native American tribe?
A. Iroquois
B. Apache
C. Cherokee
D. Navajo
4. Mr. Jones is very penurious. What quality does he have?
A. generosity
B. affability
C. gregariousness
D. stinginess
5. Which of the following is closest to a firkin?
A. boat
B. barstool
C. barrel
D. broom
6. Three of the major temperature scales are Fahrenheit, Celsius, and _____?
A. Beaufort
B. Kelvin
C. Mohs
D. Richter
7. Which of the following is NOT a color that larkspur can be?
A. blue
B. yellow
C. white
D. pink
8. Treacle is the British word for _____?
A. caramel
B. nougat
C. toffee
D. molasses
9. What supernatural beings were commonly believed to gather on Walpurgis Night?
A. vampires
B. witches
C. werewolves
D. fairies

Answer Key

1. B
2. C
3. A
4. D
5. C
6. B
7. B
8. D
9. B

Copies of last year's tests are [available for free here.](#)

These sample test questions are taken from the 2024-2025 Fall/Winter Tests for grades 5/6 and 7/8. Actual tests include 40 questions.

**University Interscholastic League
2024-25 Dictionary Skills Contest
Fall/Winter District Test — Grades 7 & 8**

1. What is the equatorial diameter of Neptune?
A. 7,928 miles
B. 88,865 miles
C. 30,782 miles
D. 4,222 miles
2. What country does tequila come from?
A. Chile
B. Brazil
C. Argentina
D. Mexico
3. In Greek mythology, what was Pygmalion's career?
A. Sculptor
B. Painter
C. Blacksmith
D. Storyteller
4. In what month does the United States celebrate Lincoln's Birthday?
A. January
B. February
C. November
D. December
5. Chorion is the outer membrane of what organ?
A. appendix
B. kidney
C. liver
D. placenta
6. What is the basic unit of money called in Jordan?
A. peso
B. dollar
C. dinar
D. yen
7. What shape do gloxinia flowers take?
A. tear drop-shaped
B. bell-shaped
C. trumpet-shaped
D. star-shaped
8. Sally doesn't want to pay back Charlie for the coffee he bought her last week. What verb best describes her behavior?
A. to repulse
B. to requite
C. to repudiate
D. to rescind
9. Which of the following is NOT a synonym of aegis?
A. protection
B. vocation
C. defense
D. patronage

Answer Key

1. C
2. D
3. A
4. B
5. D
6. C
7. B
8. C
9. B

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 120. Initials _____

_____ out of 120. Initials _____

Papers contending to place:

_____ out of 120. Initials _____



**University Interscholastic League
A+ Dictionary Skills Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level: 5 6 7 8

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30. A B C D

31. A B C D

32. A B C D

33. A B C D E F G H

34. A B C D E F G H

35. A B C D E F G H

36. A B C D E F G H

37. A B C D E F G H

38. A B C D E F G H

39. A B C D E F G H

40. A B C D E F G H

Editorial Writing

Texas teachers have always looked for ways to improve their students' writing skills. The editorial writing contest will build those skills as well as refine the students' ability to prepare a well-balanced persuasive paper.

Section 1424: EDITORIAL WRITING

(a) THE CONTEST.

- (1) Summary. Editorial writing teaches critical and analytical thinking, as well as the ability to write persuasively and concisely. Students learn to examine both sides of an issue, select and develop a stance and support that stance with logical, clear writing.
- (2) Contest Format. Contestants will be provided a fact sheet from which they will develop and write an editorial. Forty-five minutes will be allotted for the writing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. Each participant school may enter as many as three contestants per division in the district meet.
- (4) Team Competition. There is no team competition in Editorial Writing.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. The contest director may be the coach of a participating student. A single or an odd number of judges should be selected. Judge(s) shall not be coaches of participating students.

- (2) Options for Writing. Contestants may hand-write their editorials or may bring and use their own computers. If contestants choose to use their own computers, they shall bring their own printers, associated hardware, software and paper. Spell check and thesaurus functions may be used. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting. Contestants may use electronic or printed dictionaries and thesauruses.
- (3) Viewing Period. An optional period not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations and stories and verify identification.
- (4) Official Results. After the viewing period has ended and all contest papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (5) Points and Ties. Points are awarded as specified in Section 1408 (i). There can be no ties in this contest.
- (6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Editorial
grade level
division=
6-8**

Practice & Preparation

- [Junior High Study Materials Booklet](#)
- [Prompts from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

Before the contest begins, coaches may assist with putting contestant numbers on the answer page if necessary. Inform contestants and coaches of the time and place of the optional viewing period, if one is scheduled. Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

(1) *Distribute answer sheets and call roll (if necessary).*

(2) **Say: “This is the UIL Editorial Writing event. Write or type your contestant number in the upper right corner of your blank first page. Remember to also write or type your number in the upper right hand corner of any additional pages you use.”**

(3) *After all students have written their contestant number and circled their grade level,*

Say: “Now, I am going to pass out the Editorial Writing prompt. Do not turn it over until I tell you to do so.”

(4) *After all students have received a prompt sheet, Say: “You will have 45 minutes to write your editorial. At the end of 45 minutes, I will tell you to stop. I will let you know when there are 15 and then 5 minutes left to write your paper. You may now turn over the prompt page and begin writing.”*

(5) *After 30 minutes, Say: “You now have 15 minutes to finish your story.”*

(6) *After 40 minutes, Say: “You now have 5 minutes to finish your story.”*

(7) *After 45 minutes, Say: “It is now time to stop writing or typing. Please put your writing utensil down, press “print” if you typed your paper, and I will collect your prompts, notes and contestant papers.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director shall be responsible for preventing any communication between contestants or any reference on the part of contestants to notes, books or printed material other than a standard bound or electronic thesaurus and/or dictionary. The contest director shall be timekeeper of the contest and give warnings of the time remaining at 15 and 5 minutes, even if the contest is held in a room where a clock is clearly visible to the contestants. When 45 minutes have elapsed from the time the contestants have been instructed to begin the contest, the contest director shall collect all entries. The contest director may appoint an assistant.
- *Judges.* The contest director shall select a properly qualified and impartial single judge or an odd number panel of judges. The papers shall be graded in accordance with the list of journalism contest judging criteria.

Contest Material Overview

- *Provided by UIL-* Prompts, instructions to the judges and a sample editorial, a list of editorial judging criteria (the contest director shall make available copies of the list for review by judges prior to the contest), contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the School or student-* Blank paper (ruled or plain white), pens, pencils, and/or erasers, computers/laptops, portable printer, associated hardware and software when students have chosen to type their response
- *Other-* Students may use a standard bound or electronic thesaurus and/or dictionary during the contest.

Judging/Scoring Rules

Criteria

- Judging criteria shall be enclosed in the contest material requisition from the UIL office. The contest director shall make these criteria available to judges prior to the contest. The following is a general outline of an editorial for judges and contestants:
 - (1) Introduction - presents problem and establishes staff stance.
 - (2) Body supports stance taken.
 - (3) Conclusion.
 - (A) The contestant offers original solutions or suggestions, if warranted.
 - (B) Conclusion restates staff stance.
 - (4) Considerations for Judging.
 - (A) Writing is exact, active and precise.
 - (B) Alternative viewpoints are presented and rebutted when appropriate.
 - (C) Editorial is written in third person, although first person plural may be used when appropriate.
 - (D) Secondary consideration is given to grammar, spelling and neatness.
- Judges shall read all of the editorials submitted and rank them in order of their excellence: 1, 2, 3, 4, etc. Comments should be made on the evaluation sheets provided. Comments should be specific enough to provide a clear sense of the positive elements of the editorial and where improvement is needed. Judges should discuss the compositions contending for rank, and reach a consensus on the rankings.

FAQs about Rules

How many sets of materials are available?

One prompt will be provided for grades six, seven, and eight. The UIL will make available one contest prompt for invitational meets, one for fall/winter district meets and one for spring district meets.

How may students write their entries?

- Contestants may use ruled or plain white paper, standard notebook or typing paper to handwrite their editorials.
- Students may bring and use their own computers. Laptop computers are permitted and recommended.
- The entry should be written on one side in pencil or ink, or typed on a word processing computer using any standard 12-point font and one-inch margins on regular sized computer paper.
- Contestants shall not include their names or the names of their schools on the contest entry. Papers will be identified by numbers assigned by the contest director.



Editorial Writing

A+ SPRING DISTRICT • 2024-2025

You are a reporter for the Leaguetown Press, the student newspaper of Leaguetown Middle School. From the given information, write an editorial as you would for the middle school newspaper. Remember that as an editorial writer you should support or oppose policy or action; you should not sermonize.

You have 45 minutes.

Do not write your name or the name of your school on this sheet or entry. Put your number in the upper right corner of each page of your entry.

STATEMENT OF SITUATION

Leaguetown Middle School is located in Central Texas and has an enrollment of 650 students in grades 6, 7 and 8.

After surveying parents and school staff in the district, Superintendent Bradley Winston proposed that the district adjust the school calendar to expand winter break by three weeks. If the proposal is adopted for the fall of 2025, students would start school July 21 and first semester would end Nov. 21, the Friday before Thanksgiving. Students would not return to school until Jan. 5, giving schools six weeks off for winter break. Second semester dates would not change and the last day of school would be May 22, 2026.

In addition, the bell schedule would need to be adjusted to fulfill the required number of instructional minutes required by the state. The school board will vote on whether to approve his proposal at their meeting Monday.

“It is increasingly difficult to maintain student engagement in the month of December,” Winston said. “It’s often cold. We have more potential for severe weather in December. So I thought, maybe we should just give students those weeks off to recuperate from first semester. Then they can come back in January refreshed and ready to learn.”

Eighth grade Math teacher Ana Brown said she is concerned that with the proposed calendar, students could forget too much of the material on an extended break.

“We typically see a bit of learning loss over the summer,” Brown said. “We spend the first few weeks of every school year reviewing what students learned the year before. If we have a huge break in the middle of the year, we’ll have to throw away two more weeks to review first semester. This plan will waste more time than it will save.”

Seventh grader Anika Shah said she would love to have more time off in the month of December.

“The new schedule would be a great opportunity for my family to travel and spend time together,” she said. “It would be nice to be able to spend holidays with family and still be able to have a break and relax. I’m not sure who would take care of my first grade brother while my mom is at work all day, though.”

Whichever way the board votes, Winston said something needs to change to keep students engaged in school during the end of first semester.

“We see a lot of class parties and more absences,” he said. “If we don’t change the calendar, we’re going to have to take a serious look at changing some other policies.”

STANCES

Supporting

Students deserve an extended break after first semester. Classes are stressful. Students are becoming more burned out between homework, school and extracurriculars. Having more time off between first and second semester would improve student engagement in school and improve student mental health. Teachers could also use that additional time to plan and still have a break.

Opposing

Having too much of a break between first and second semester could cause students to forget part of what they learned during first semester. Consistent practice is important to retain new information and skills. In addition, parents would have to spend money on additional childcare during the extended time off. Not all families will be able to afford this. It makes more sense for surrounding schools to be on the same calendar.

UIL Editorial Writing Contest • A+ Spring District • 2024-2025

(Distribute this sheet to judges prior to judging.)

JUDGING INSTRUCTIONS

In each contestant's editorial, please look for clarity of thought, and if the writer came to a clear conclusion. Remember that many of these writers have not been trained in proper editorial writing. Therefore key considerations should be that they have made a statement of the situation and formed a stance. They should back that stance with examples. Those examples do not have to come from the data sheet. The contestant then should come to a specific solution or recommendation.

Remember that for purposes of the contest these students go to Leaguetown Middle School. Contestants should not have to specify Leaguetown Middle School, because everyone reading the school paper knows where they go to school. Also, when they refer to the school board they do not have to say "Leaguetown School Board." Again, they know in what city they live.

Judging criteria has been developed to help you score the papers. The criteria are intended to help you evaluate the writing, not as a control over your background in editorial writing or the writing process.

SAMPLE EDITORIAL

Students could have an extended winter break in the new school calendar if the school board approves Superintendent Bradley Winston's proposal at its Monday meeting. With the proposal students would start school July 21 and would not return to school after Thanksgiving until Jan. 5.

The school board should not pass the proposed calendar changes.

Some classes, like math, require that teachers spend time reviewing material students forget during an extended break like summer vacation. If students have six weeks off for winter, teachers will waste two weeks reteaching last semester's material when they return to school in January.

In addition, younger elementary students with working parents may not have anyone to watch them while parents are at work. This would be an additional expense for families, which many may not be able to afford.

Lastly, it's more convenient for the district to have a similar calendar with surrounding schools. It might sound fun, but starting school in the middle of July, while students in surrounding schools are still having fun at the pool doesn't sound that great.

The school board should pass on this proposal at its meeting Monday. If Winston wants a new school calendar, he should give himself an extended break and take that time to come up with a better plan.



Editorial Writing Evaluation Sheet

_____ *contestant #*

In order to make this a complete learning experience, judges are asked to complete the evaluation sheet for students.

| | FAIR | GOOD | EXCELLENT |
|---|--------------------------|--------------------------|--------------------------|
| The situation or problem is explained in the first two or three paragraphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The writer takes an obvious stance in the first few paragraphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The writer supports the stance through specific examples. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The writer presents a logical solution or conclusion. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What were the strong points of the editorial?

What were the weak points of the editorial?

What suggestions do you have for improvement?

Judge's Signature _____

Impromptu Speaking

Impromptu speaking provides opportunities for students to explore the use of the voice and body in speaking situations, to examine the different purposes for speaking, to organize ideas, to prepare and deliver various speeches and to develop self-confidence.

And it's fun!

Section 1426:

IMPROMPTU SPEAKING

(a) THE CONTEST.

- (1) Summary. This contest gives students experience in formulating and organizing clear thoughts and effectively delivering those thoughts to an audience. The contest provides opportunities for students to explore the use of the voice and body in speaking situations; to examine different purposes for speaking; to organize ideas and deliver speeches on a variety of topics; to evaluate speeches given by others; and to develop self-confidence.
- (2) Contest Format. Contestants will draw three topics, select one, and have three minutes to prepare a speech, which shall be presented without any notes. Contestants may not use costumes or props in the contest. The maximum time limit for each speech is five minutes. There is no minimum time limit. Students who exceed the allotted five minutes shall be penalized one rank. For example, if the judges rank a student second who has gone overtime, that student shall be assigned third place and the student who was ranked third will be given second place. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.

- (1) Contestants. Students officially prescribed grade levels below 9th grade who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speech events.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.
- (4) Team Competition. There is no team competition in this contest.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. The contest director may be the coach of a participating student. A timekeeper should be provided for each section. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
- (2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of impromptu speaking, they shall be divided into sections according to official contest procedures.
- (3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).
- (4) Verification Period. If a panel of judges is used, a verification period shall be provided. Unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The decisions of the judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.
- (5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.
- (6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

At the district meet, students may enter no more than two speaking events.

Impromptu Speaking grade level division= 6-8

Practice & Preparation

- [Previous years topics](#)
- [Independent Vendors](#)

Contest Administration Script

Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.

Say: This is the UIL Impromptu Speaking event. One at a time, contestants will draw three topics, select one and return the other two to the container. Contestants will have three minutes to prepare. Blank paper may be used to organize ideas during preparation; however, notes may not be used during the speech. The time limit for each speech is five minutes. If a contestant exceeds five minutes, he or she will be penalized one rank. Contestants may remain in the contest room. Audiences are permitted. Audiences are to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

Sample Topics

- * If I was an airplane pilot...
- * Honesty means...
- * My favorite summer memory...
- * In the future, school will be...
- * The thing I miss most about being a kid...
- * If I never had to sleep...
- * The best teacher I ever had...
- * If there was life on Mars...
- * If I could pass one law...
- * One thing I'll never forget...
- * I wish my teacher would teach me about...
- * I'll always regret...
- * If I could be an expert about one subject...
- * When my parents were my age...
- * The best game to play with friends is...
- * My favorite month of the year...
- * The snack I always must have...
- * If I could make a new Olympic sport...
- * If I met George Washington...
- * If I ran a restaurant...
- * The perfect birthday would be...
- * My favorite outfit...
- * If my parents let me do the grocery shopping...
- * If I had to give up one of my five senses...
- * If I met a werewolf...
- * If I could go back in time...
- * Something that makes me sad is...
- * If my dog could use the Internet...
- * My favorite vegetable...
- * If I were a billionaire...
- * The hardest part about being a kid...
- * If I could change one thing about my school...
- * When I go to college, I want to major in...
- * If I won an award, it would be for...
- * If I was the principal of my school...

General Contest Information

Contest Grade Divisions

- This contest will consist of one division (sixth-eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* This person will be in charge of running the contest and resolving any problems that arise. After the contest, provide the meet coordinator with the Contest Roster, a list of first through sixth place contestants and their schools, and the number of contestants participating. The director may appoint an assistant director.
- *Timekeeper.* A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or timecards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.
- *Judge(s).* A single or an odd number of judges for each preliminary section should be selected and trained by the contest director. The judges should be provided with a copy of the evaluation sheet prior to the beginning of the contest to make certain they understand what is being evaluated. So far as possible, judges should not know which school any contestant represents. Judges are to be instructed to give positive and constructive comments. See the sectioning instructions for an estimate of how many judges will be needed.
- *Section Chairperson.* One adult may be appointed per section to see that the contest progresses without problems. This person can ensure that judges have ballots and evaluation sheets and that the timekeeper is in place before the speaker begins. When the round is over, the chairperson gathers the evaluations and ballots from the judges and delivers them to the tabulation room. Instruct judges not to leave the contest until released by the contest director, so they are available if any questions arise in tabulating results.
- *Tabulation Room Assistants.* Adults may be appointed to work in the tab room to receive ballots from the judges and to determine winners.

Contest Material Overview

- *Provided by UIL-* Evaluation sheets, one set of topics for the preliminary rounds, one set of topics for the final round, judges' ballots, Contest Director's Ranking Sheet for a panel of judges, contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the school or student-* Blank paper (ruled or plain white), Pens, pencils, and/or erasers to be used to organize ideas during preparation
- *Other-* No other materials or notes may be used in the contest.

See pages
17-20 of
the A+
Handbook
for
instructions
on creating
preliminary
sections and
determining
ranks.

Judging/Scoring Rules

Criteria

- Judges should be instructed to use the following criteria in ranking the contestants:
 - (A) effectiveness of delivery;
 - (B) organization of ideas; and
 - (C) overall impression of the speech.

Briefing Judges

- Judges should be encouraged to give students written evaluations on the Impromptu Individual Evaluation Sheet. Oral critiques are optional, but when given, should be directed to the group as a whole, acknowledging good points and giving suggestions for improvement.

Questions

- Questions should be made to the contest director before the decision of the judges is announced as official. The decisions of the meet officials in these matters are final.

FAQs about Rules

How long does the contest last?

Thirty minutes will be allowed for the contest. A clock should be visible to all contestants.

How many speaking events may a student enter at the district meet?

A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

What are the time requirements for the speeches?

The maximum time limit for each speech is five minutes. There is no minimum time limit. Students who exceed the allotted five minutes shall be penalized one rank. For example, if the judges rank a student second who has gone overtime, that student shall be assigned third place and the student who was ranked third will be given second place.

What kind of topics are used?

Topics may be serious or humorous in nature and will be designed to include subjects that are familiar to the student.

May a student be coached during the event?

No speaker may be coached or prompted in any manner during the presentation.

May districts create sections?

Districts may create smaller sections than what the C&CR requires (**a section may consist of no more than eight students**) when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.

How many sets of materials are available?

The UIL will make available one set of topics for invitational meets, one set of topics for fall/winter district meets and one set of topics for spring district meets.



Impromptu Speaking

EVALUATION SHEET

INSTRUCTIONS

Contestants should be evaluated and ranked based on effectiveness of delivery, organization of ideas and the overall impression of the speech. Students draw three topics and have three minutes to prepare a speech. The maximum time limit for speaking is five minutes. There is no minimum time limit. Topics may be serious or humorous in nature. Note cards may not be used during the presentation. Please make your comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

Speaker Number _____

Speaker Name _____

Section _____

Topic _____

CRITERIA

Evaluate the contestant in each category. Do NOT total these numbers to determine rank in the round. They are only designed to give the contestant an indication of strengths and weaknesses.

| QUESTION | NEEDS WORK | GOOD | SUPERIOR | | |
|--|------------|------|----------|---|---|
| 1. Was the presentation organized clearly and effectively? | 1 | 2 | 3 | 4 | 5 |
| 2. Was the speaker's delivery smooth and articulate? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the student have adequate eye contact? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the student have a creative approach to the topic? | 1 | 2 | 3 | 4 | 5 |
| 5. Was the speaker poised and confident? | 1 | 2 | 3 | 4 | 5 |
| 6. Did the speaker have vocal variety? | 1 | 2 | 3 | 4 | 5 |
| 7. Was the speaker interested and enthusiastic? | 1 | 2 | 3 | 4 | 5 |
| 8. Did the speaker communicate with the audience? | 1 | 2 | 3 | 4 | 5 |

WRITTEN EVALUATION

Comments should be constructive and supportive.

Judge's signature _____



JUDGE'S MASTER BALLOT

CIRCLE EVENT: Impromptu Speaking Modern Oratory Oral Reading Storytelling

INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

DISTRICT _____ **SECTION** _____

GRADE LEVEL _____ **ROUND** Prelims Finals

| SPEAKER NUMBER | NAME | TITLE | JUDGE RANK |
|---------------------------|-------------|--------------|-----------------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |

Judge's signature _____

MAKE A COPY OF THIS FORM FOR EACH JUDGE



Contest Director's Ranking Sheet for a panel of judges in speaking events

EVENT _____

SECTION I II III IV FINALS

BEFORE RANKING, CHECK THE FOLLOWING

- Evaluation sheets have ranks
 Speaker order
 Length of presentation

CRITERIA FOR DETERMINING PLACES AND BREAKING TIES

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

NOTES

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

| Speaker Number | Judge I | Judge 2 | Judge 3 | Totals | Preference* | Decimal Value* | Rank |
|----------------|---------|---------|---------|--------|-------------|----------------|------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

* Judges' preference and decimal values are used only to break ties.

Listening

The listening contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. The contest provides a challenging format to test the improvement of their listening abilities, and encourages students to develop the foundation skills they will need through out their lives, both in and out of the classroom.

NOTE: The contest includes multiple choice and true/false. Scoring awards 3 points for each correct answer, and subtracts 2 points for each incorrect answer. No points are deducted for unanswered questions.

Section 1430: LISTENING

(a) THE CONTEST.

(1) Summary. This contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. It also provides a challenging format to test the improvement of their listening abilities. Through preparation for the contest, participants will listen to a variety of material and learn to evaluate and critically analyze a speaker's message. The objective tests will measure skills such as identifying the main idea and supporting ideas, listening for details, drawing conclusions and distinguishing fact from opinion.

(2) Contest Format. Contestants will listen to a script ranging from approximately seven to 10 minutes in length, take notes as needed, and use their notes to answer 25 objective questions. Ten minutes will be allotted for the testing period.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

(4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

(1) Personnel. All personnel in this contest may be coaches of participating students except the script reader. The reader may not be a coach of any contestant entered in the contest.

(2) Ties and Points. No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i).

(3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(4) Official Results. After verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Listening
grade level
divisions=
5/6 and 7/8**

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets and call roll (if necessary).*
- (3) *The contest director will now, **Say: “This is the UIL Listening test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level.”***
- (4) *After all students have written their contestant number and circled their grade level, **Say: “All answers should be recorded on your answer sheet, not on your copy of the test.”***
- (5) *Now, the script reader will, **Say: “I am now going to read the listening script. You may take notes on blank sheets of paper while I am reading the listening script.”***
- (6) *The script reader will now read the listening script clearly and distinctly following the script’s time markings (or play a recorded script created locally).*
- (7) *After the script has been read, the contest director will now pass out the test to contestants and will **Say: “I will now pass out your test booklet. Do not open the test until I instruct you to do so. You will have 10 minutes to take the test. You may use your notes during the test.”***
- (8) *After all students have a copy of their test, **Say: “You may now open your test booklet and begin taking your test.”***
- (9) *Allow students 10 minutes to take their test.*
- (10) *When the test period of 10 minutes has ended, **Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet, test booklet, and any notes you took.”***
- (11) *Following the contest, it is the contest director’s responsibility for destroying all copies of the script.*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fifth/sixth and seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of the individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- *Script Reader.* The contest director may serve as the script reader or may appoint a qualified person to act in this capacity. The script reader should be given the test script well in advance of the contest. Contest directors may choose to administer the test by using a recording of test material, but contest directors are responsible for creating the recording before the contest. The UIL does not provide recorded contest scripts.
- *Timekeeper.* An official timekeeper will give only start and stop signals. The contest director may serve as the official timekeeper.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Tests and answer sheets, Test script, Answer key
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Host School-* Blank paper for note taking
- *Provided by the School or student-* Pens, pencils and/or erasers
- *Other-* No other materials or notes may be used in the contest

Grading/Scoring Rules

Criteria

- The 25-question test is graded objectively. A perfect score is 75.

Briefing Graders

- Brief graders on the procedure to be used for grading and explain the scoring process.

Scoring

- Each test shall be independently scored twice, and papers contending to place should be scored a third time. **Award three points for every correct answer. Deduct two points for every incorrect answer. There shall be no deduction of points for unanswered questions.**

Points

- Individual points are to be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.

FAQs about Rules

What types of questions are on the test?

There are 25 total multiple choice and true/false test questions. A variety of test subject matter will be used for the listening tests including, but not limited to, language arts, fine arts, natural sciences and social studies.

How long does the contest last?

Time should be scheduled to read the script and distribute tests. Then, students will have 10 minutes to answer test questions.

How many sets of materials are available?

The UIL will make available one test for each division for invitational meets, one test for each division for fall/winter district meets and one test for each division for spring district meets.

“Mrs. Baird’s Bread: A Texas Tradition”

If you go into a grocery store in any town in Texas, it’s fairly certain that you will find Mrs. Baird’s bread in the bread aisle. For decades, this brand has been sold successfully throughout the United States satisfying the nation’s hunger for delicious, fresh bread. The story of Mrs. Baird’s bread is not just a Texas tale of good eating, however. It is an example of the entrepreneurial spirit that fills our state and the nation. Let’s find out where it all began.

Ninnie Baird was born on May 23, 1869, in Gibson County, Tennessee. Her parents were Elisha and Amanda Elizabeth Harrison. Her mother died when Ninnie was five years old. Her father remarried, and she lived with her father and stepmother until her father died in 1882. After her father’s death, she was raised by an aunt who taught her to bake. She lived with her aunt for the next three years until she met William Allen Baird, who was also an orphan. They were married in 1886 when Ninnie was seventeen years old. William was nineteen. The couple settled near Trenton, Tennessee where William built a house on family land and worked as a wood cutter. In 1898, they moved to Obion, Tennessee, where William entered the restaurant and bakery business. William Allen Baird ran a restaurant and bakery in Trenton and a small bakery in Covington. Soon, Ninnie Baird began baking and selling bread out of her kitchen. In 1901, Ninnie and William moved from Tennessee to Fort Worth, Texas. William opened a restaurant and became very successful. While looking for another business venture, William decided he wanted to introduce the first steam popcorn machine to Fort Worth. This machine was red with brass fillings and had a whistle on top. William later sold the machine and focused on running a series of restaurants. Unfortunately, his health began to fail. William was diagnosed with diabetes, an untreatable disease in those days. Ninnie knew that she would need a way to help support her family.

At this point, they had eight children. The three oldest children began working in the bakery to learn the business. All of the baking was done with a four-loaf, wood-burning oven that required split wood and stoking to keep a constant temperature. Realizing that she could make a living baking bread, Ninnie sold their restaurant in 1908 and opened her first bakery in Fort Worth - Mrs. Baird’s Bread. Who would have imagined that this small bakery would be the birthplace of the Mrs. Baird’s Bread company that we know today? During these early years, Mrs. Baird’s bakery was a very small business which provided fresh bread to local community members. Her children would help her bake and then deliver the bread on foot and by bicycle. After William passed away in 1911, she went into the bread business with great determination. In 1915, Mrs. Baird’s Bread purchased a used commercial oven from the Metropolitan Hotel for \$75. She paid \$25 in cash and the balance in bread and rolls. This oven had the capacity to bake 40 loaves at a time. In 1917, the bakery bought a horse and wagon. A new bakery was built in Fort Worth in 1918. By 1928, the bakery had been expanded nine times and was one of the largest bakeries in Texas. Each of her sons was running a bread factory in different cities in Texas including Dallas and Houston. At one point there were as many as 3,200 factory workers in their employ.

As the business grew, they continued to expand and improve. They built a brick building for their factory in Fort Worth and equipped it with a Peterson Peel gas-fired oven, with capacity for 400 one-pound loaves. Eventually, the family traded the horse and buggy for a Ford car, retrofitted to serve as a delivery truck and painted with the company’s first slogan, “Eat More Mrs. Baird’s Bread.” A second Ford truck was purchased and sent on a sales route to keep up with demand. For 24 years, Mrs. Baird’s operated a bakery at Bryan and North Carroll streets in Dallas. In 1953, to keep up with growth in the Dallas area, the company opened what was then the largest bread plant in the United States at Central Expressway and Mockingbird Lane. According to the Sept. 8, 1957, issue of The Southwestern Miller, the plant housed two separate bakeries in its 140,000 square feet of floor space. This facility could produce 2,000,000 pounds of bread per week.

One of the main reasons the bread became so popular was that Ninnie was committed to producing quality products using simple ingredients which ensured that the bread was consistently delicious. While other bread companies adopted the continuous-mixing process where chemicals are introduced into the bread causing it to rise, the Bairds continued to let their dough rise naturally with yeast. In the early days, all production was done by hand. Ninnie used a wooden trough, 6 feet long, 24 wide, and 24 inches deep. It held about 300 pounds of dough. She mixed flour and other ingredients in the trough and left it to rise, punched it down, let it rise, and repeated this process until the dough was ready to be formed into loaves weighing 18 ounces.

During the Great Depression which lasted from 1929 to 1939, Mrs. Baird’s Bread Company was able to continue to thrive while many other businesses folded. The Great Depression was a worldwide economic downturn that was the longest and most severe depression ever experienced by the Western world. Although it originated in the United States, it caused drastic severe unemployment and acute deflation (the lowering of prices of goods due to the public’s inability to purchase them). Because Mrs. Baird’s Bread had always been priced affordably, the depression had less effect on her company.

This sample script is taken from the 2024-2025 Grade 7 & 8 Fall/Winter District Test.

The 1940s was a significant time for Mrs. Baird's Bread Company. During these years of growth, changes were also taking place in the bread industry. In the early 1920s, wrapping machines were introduced. Bread slicing machines made their debut in 1927. In 1936, Mrs. Baird's began hand-twisting bread, an innovative baking technique that intertwined two pieces of dough into one loaf. In 1947, Mrs. Baird's Bakery began selling sliced bread. Up until this point, the bread had to be sliced by hand after purchase. This pre-sliced bread appealed to busy families and quickly gained popularity causing a rise in sales. By the 1950s, Mrs. Baird's bread was available in grocery stores and supermarkets across Texas.

5:00 Mrs. Baird died at the age of 92 on June 3, 1961. She had eight surviving children. The Texas State Senate passed Senate Resolution No. 13 in her memory. By the time of her death, the business she started in her home kitchen had grown to 12 plants with over 2,500 employees and was the largest family-owned bakery in the country. Mrs. Baird's Bakeries continued to be the largest U.S. family-owned baking company until 1998 when Grupo Bimbo, the largest baking company in the world based in Mexico City, bought it. Annual sales volume was about \$300 million at that time. Even now, Ninnie Baird's legacy in the baking industry continues as Mrs. Baird's market reach expands. Mrs. Baird's bread entered several Missouri markets, including Kansas City, in 2005. In 2005, Mrs. Baird's Bread also could be found in Texas, Oklahoma, portions of Louisiana, northwestern Arkansas and northeastern Kansas.

Because she felt that giving back to the community was vitally important, Ninnie's legacy lives on in the Ninnie L. Baird Foundation. Today the Ninnie L. Baird Foundation continues her legacy of improving the life for children and families through family preservation, education, and nutrition. The foundation also provides scholarships and grants to worthwhile causes.

6:00 In one of their 1973 issues, Bakery Production and Marketing magazine featured Mrs Baird's success story. Mrs. Baird was also inducted into the Baking Hall of fame. Individuals who are inducted into the Baking Hall of Fame are honored for their positive impact on the commercial baking industry. In 1992, the Bairds became the first family to be inducted into the Texas Business Hall of Fame.

Throughout the years, Mrs. Baird's bread has stood the test of time. It serves as a reminder of the power of tradition, innovation, and the importance of maintaining a personal touch in a world of mass production. It continues to be more than just bread. It is a slice of history and a testament to the Texan entrepreneurial spirit.

“Mrs. Baird’s Bread: A Texas Tradition”

This sample test is the 2024-2025 Grade 7 & 8 Fall/Winter District Test.

1. Who taught Ninnie Baird to bake?

| | |
|---------------|---------------|
| A. her mother | B. her father |
| C. her aunt | D. her nanny |
2. Where was the first restaurant opened by William Baird?

| | |
|----------------------|-------------------------|
| A. Obion, Tennessee | B. Covington, Tennessee |
| C. Gibson, Tennessee | D. Trenton, Tennessee |
3. In what year did Ninnie and William move to Texas?

| | |
|---------|---------|
| A. 1901 | B. 1886 |
| C. 1898 | D. 1911 |
4. How much did the Metropolitan Hotel charge Mrs. Baird for her first commercial oven?

| | |
|----------|----------|
| A. \$125 | B. \$100 |
| C. \$75 | D. \$50 |
5. In 1957, the Mrs. Baird’s bakery in Dallas on Central Expressway and Mockingbird Lane could produce _____ pounds of bread per week.

| | |
|--------------|--------------|
| A. 1 million | B. 2 million |
| C. 3 million | D. 4 million |
6. How long did the Great Depression last?

| | |
|------------|-------------|
| A. 5 years | B. 10 years |
| C. 7 years | D. 12 years |
7. How much does a typical loaf of Mrs. Baird’s bread weigh?

| | |
|-------------|--------------|
| A. 1 pound | B. 18 ounces |
| C. 2 pounds | D. 24 ounces |
8. What disease was William Baird diagnosed with while they lived in Fort Worth, Texas?

| | |
|-------------|------------------|
| A. cancer | B. heart disease |
| C. diabetes | D. anemia |
9. What was one benefit from purchasing a commercial oven in 1915?

| | |
|--|--|
| A. It could bake up to 40 loaves at a time. | B. It was easier to keep clean and up to health code. |
| C. It was gas-fired not electric making it cheaper to use. | D. It had a special warming area to allow the bread to rise. |
10. In 1992, The Bairds became the first family to be inducted into the

| | |
|---------------------------|---------------------------------|
| A. Baking Hall of Fame | B. Bakery Production Foundation |
| C. Bakers Magazine Alumni | D. Texas Business Hall of Fame |
- 11 Ninnie Baird was born on May 23 in the year _____.

| | |
|---------|---------|
| A. 1869 | B. 1879 |
| C. 1889 | D. 1899 |
12. Immediately after marrying, William Baird worked as a

| | |
|---------------------|--------------------|
| A. restaurant owner | B. baker |
| C. wood cutter | D. railroad worker |
13. Mrs. Baird’s original bakery had a four-loaf oven that was heated by

| | |
|---------------------|------------------|
| A. electric current | B. a wood fire |
| C. gas flames | D. battery power |
14. What is one main procedure that made Mrs. Baird’s bread different from other companies?

| | |
|---|---|
| A. The Bairds allowed their bread to rise with yeast not chemicals. | B. The bread was baked in an electric oven with consistent temperature. |
| C. Flour was ground at a local mill and was used when it was fresh. | D. All loaves were hand wrapped and delivered fresh by horse and buggy. |
15. By 1928, the Bairds had factories in all of the following cities except

| | |
|---------------|-----------|
| A. Fort Worth | B. Dallas |
| C. Houston | D. Austin |
16. In the early days, Ninnie’s wooden trough held about _____ pounds of dough.

| | |
|--------|--------|
| A. 100 | B. 200 |
| C. 300 | D. 400 |
17. In what decade were bread wrapping machines introduced to the bread industry?

| | |
|---------|---------|
| A. 1910 | B. 1920 |
| C. 1930 | D. 1940 |
18. What innovation in 1947 caused Mrs. Baird’s bread to show a rise in sales?

| | |
|--------------------------|-----------------------|
| A. plastic wrapped bread | B. hand twisted bread |
| C. pre-sliced bread | D. oven risen bread |

TRUE/FALSE

19. Because Mrs. Baird’s Bread had always been priced lower than most other breads, they struggled to make a profit during the Great Depression.
20. Mrs. Baird’s Bread can be purchased in Missouri, Texas, Oklahoma, Louisiana, Mississippi, Arkansas, and Kansas.
21. The company’s first slogan painted on its delivery truck was “Eat More Mrs. Baird’s Bread.”
22. By the time of her death, the business she started in her home kitchen had grown to 12 plants with over 2,500 employees and was the largest family-owned bakery in the country.
23. In 1998, Grupo Bimbo, the largest baking company in the world based in Mexico City, bought Mrs. Baird’s company which at that point had an annual sales volume of \$300 million.
24. The Great Depression was an economic downturn that created huge inflation causing the prices of goods to rise to a point that the general public was unable to purchase them.
25. In one of their 1973 issues, the Texas Business and Marketing magazine featured Mrs. Bairds biography and road to success.

ANSWER KEY

Multiple Choice

1. C
2. D
3. A
4. C
5. B
6. B
7. B
8. C
9. A
10. D
11. A
12. C
13. B
14. A
15. D
16. C
17. B
18. C

True/False

19. F
20. F
21. T
22. T
23. T
24. F
25. F

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 75. Initials _____

_____ out of 75. Initials _____

Papers contending to place:

_____ out of 75. Initials _____



**University Interscholastic League
A+ Listening Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level : 5 6 7 8

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. T F

20. T F

21. T F

22. T F

23. T F

24. T F

25. T F

Maps, Graphs, and Charts

The maps, graphs and charts contest is designed to help students learn to obtain information from a variety of maps, graphs and charts including world maps, pie charts, bar graphs and local area maps. Tests will include previously published maps as well as charts, graphs and maps the students will never have seen before. The objective test will measure skills such as using a reference book to locate information, making comparisons, estimating and approximating, using scale and interpreting legends and keys.

Section 1434: MAPS, GRAPHS & CHARTS

(a) THE CONTEST.

- (1) Summary. This contest is designed to help students learn to get information from a variety of maps, graphs and charts including world maps, pie charts, bar charts and local area maps. The objective test will measure skills such as using an atlas as a reference book to locate information, -making comparisons, estimating and approximating, using scale and interpreting grid systems, legends and keys.
- (2) Contest Format. Some subject matter will be taken from the designated official sources(s). Students will be given an objective test containing approximately 75 objective questions. Contestants may use an atlas during the contest; an atlas will be needed to answer some test questions. Forty-five minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Ties and Points. No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.
- (3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
- (4) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**M/G/C
grade level
divisions=
5/6 and 7/8**

**Students
may use
tabbed
atlases
during the
contest.**

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets, test booklets, and call roll (if necessary).*
- (3) *The contest director will now, **Say: “This is the UIL Maps, Graphs, and Charts test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”***
- (4) *After all students have written their contestant number and circled their grade level, **Say: “All answers should be recorded on your answer sheet, not on your copy of the test. You will have 45 minutes to take your test. You may now open your test booklet and begin taking the test.”***
- (5) *Allow students 45 minutes to take their test.*
- (6) *When the test period of 45 minutes has ended, **Say: “Please put your pen or pencil down and stop taking the test. I will now collect your test booklet.”***

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

Subject matter for a portion of the contest will be taken from the Nystrom Desk Atlas, which may be purchased from [Nystrom and Texas Educational Paperbacks](#).

**NYSTROM
EDUCATION**
A division of Social
Studies School
Service
10200 Jefferson
Blvd., Box 802
Culver City, CA
90232

phone: 800-421-
4246
fax: 800.944.5432
web:
socialstudies.com

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fifth/sixth and seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- *Timekeeper.* The contest director will serve as the official timekeeper and will give only a start and stop signal.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Tests and answer sheets, answer key, contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by Host School-* Blank paper
- *Provided by the School or student-* Pens, pencils, rulers, erasers, and/or pencil sharpener, magnifying glass, atlases (which may be tabbed)
- *Other-* No other materials or notes may be used in the contest

Grading/Scoring Rules

Criteria

- The test is graded objectively.

Briefing Graders

- Brief graders on the procedure to be used for grading and explain the scoring process. It would be helpful for graders to have a copy of the Nystrom Desk Atlas.

Scoring

- Each test should be independently scored twice, and papers contending to place should be scored a third time. **Three points shall be awarded for each question answered correctly, no points shall be given or subtracted for unanswered questions, and two points shall be deducted for each incorrect answer.**

Points

- Points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i).

FAQs about Rules

What types of questions are on the test?

Subject matter used for the test will be taken from the Nystrom Desk Atlas, available through Nystrom, a division of Herff Jones, Inc. Contestants may use other atlases in the contest. Tests will also include some combination of other maps, graphs and/or charts that students have never seen before. The atlas and the test will contain the information needed to answer the objective test questions.

What atlas will work for this contest?

The content for the atlas portions of the test will be taken from The Nystrom Desk Atlas, copyrights 2016 and 2018.

Are tabbed atlases allowed?

Yes. The tabs may also be labelled (within reason).

Maps, Graphs & Charts

Sample Test Questions

Use your atlas to complete the following

South America Political Relief Map

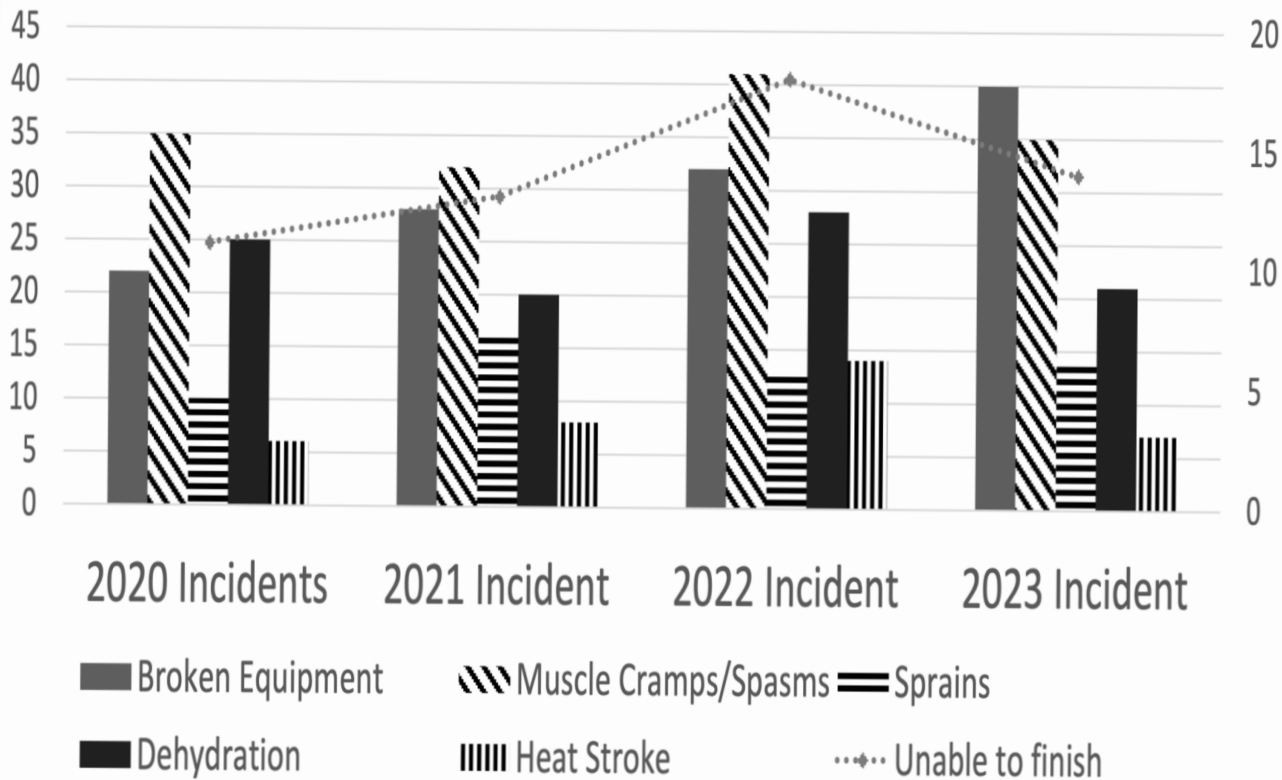
The sample questions on this page are taken from the 2024-2025 Fall/Winter district test for students in grades 5-6. An actual exam has 75 questions.

- Which Brazilian city is closest to the Equator?
 - Macapa
 - Belem
 - Manaus
 - Iquitos
- What is the approximate distance between the capitals of Venezuela and Colombia?
 - About 300 miles
 - About 600 miles
 - About 900 miles
 - About 1200 miles
- If you travel east from Asuncion, what is the first bordering country you would cross into?
 - Argentina
 - Paraguay
 - Brazil
 - Paraguay
- Which three countries don't meet at a single shared point?
 - Guyana, Suriname, and Brazil
 - Argentina, Brazil, and Uruguay
 - Bolivia, Argentina, and Paraguay
 - Paraguay, Argentina, and Uruguay
- Which city is located at approximately 12°S, 77°W?
 - Lima
 - Bogota
 - Santiago
 - Quito
- Which of the following cities has a population over 1,000,000?
 - Cusco, Peru
 - La Plata, Argentina
 - São Paulo, Brazil
 - Bucaramanga, Colombia
- What is the southernmost country in South America?
 - Chile
 - Argentina
 - Venezuela
 - Peru
- Which river forms part of the border between Peru and Colombia?
 - Amazon
 - Orinoco
 - Paraná
 - Putumayo
- Which mountain range runs along the western coast of South America?
 - Andes
 - Rocky Mountains
 - Alps
 - Himalayas
- The island of Trindade is a territory of what county?
 - Brazil
 - Colombia
 - Argentina
 - Peru
- Which of these cities is not located in Argentina?
 - Cordoba
 - Rosario
 - Montevideo
 - Mar del Plata
- Which country is located entirely north of the equator?
 - Brazil
 - Bolivia
 - Colombia
 - Suriname
- Which of these Colombian cities is located on the Caribbean coast?
 - Cali
 - Bucaramanga
 - Medellin
 - Barranquilla
- What does a blue line intersected by two small blue lines indicate?
 - River
 - Canal
 - Waterfalls
 - None of the above
- Seasonal lakes can be found in which of the following countries?
 - Bolivia
 - Argentina
 - Chile
 - All of the above

Answers to sample questions:

- A
- B
- C
- D
- A
- C
- A
- D
- A
- A
- C
- D
- D
- C
- D

Triathlon Incidents Report



These questions are taken from the 2024-2025 Fall/Winter District Test for grades 7/8.

- What does the Y axis on the right side indicate?
 - Number of incidents
 - Number of contestants unable to finish event
 - The year
 - Not indicated
- What is the total number of years covered in the data?
 - 1
 - 2
 - 3
 - 4
- In what year did Broken Equipment incidents reach their peak?
 - 2020
 - 2021
 - 2022
 - 2023
- What incident increased in occurrences every year?
 - Sprains
 - Dehydration
 - Heat Stroke
 - Broken Equipment
- In how many years did sprains happen more often than incidents of heat stroke?
 - 0
 - 1
 - 2
 - 3

Answer Key:

- B
- D
- D
- D
- D

FOR GRADER USE ONLY

Score Test Below:

_____ Initials _____

_____ Initials _____

Papers contending to place:

_____ Initials _____



**University Interscholastic League
A+ Maps/Graphs/Charts Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level: 5 6 7 8

- | | | | | | | | | | | | |
|-------|---|---|---|-------|---|-------|---|-------|---|---|---|
| 1. A | B | C | D | 26. T | F | 51. A | B | C | D | | |
| 2. A | B | C | D | 27. T | F | 52. A | B | C | D | | |
| 3. A | B | C | D | 28. T | F | 53. A | B | C | D | | |
| 4. A | B | C | D | 29. T | F | 54. A | B | C | D | | |
| 5. A | B | C | D | 30. T | F | 55. A | B | C | D | | |
| 6. A | B | C | D | 31. A | B | C | D | 56. T | F | | |
| 7. A | B | C | D | 32. A | B | C | D | 57. T | F | | |
| 8. A | B | C | D | 33. A | B | C | D | 58. T | F | | |
| 9. A | B | C | D | 34. A | B | C | D | 59. T | F | | |
| 10. A | B | C | D | 35. A | B | C | D | 60. T | F | | |
| 11. A | B | C | D | 36. A | B | C | D | 61. A | B | C | D |
| 12. A | B | C | D | 37. A | B | C | D | 62. A | B | C | D |
| 13. A | B | C | D | 38. A | B | C | D | 63. A | B | C | D |
| 14. A | B | C | D | 39. A | B | C | D | 64. A | B | C | D |
| 15. A | B | C | D | 40. A | B | C | D | 65. A | B | C | D |
| 16. A | B | C | D | 41. T | F | 66. A | B | C | D | | |
| 17. A | B | C | D | 42. T | F | 67. A | B | C | D | | |
| 18. A | B | C | D | 43. T | F | 68. A | B | C | D | | |
| 19. A | B | C | D | 44. T | F | 69. A | B | C | D | | |
| 20. A | B | C | D | 45. T | F | 70. A | B | C | D | | |
| 21. A | B | C | D | 46. A | B | C | D | 71. T | F | | |
| 22. A | B | C | D | 47. A | B | C | D | 72. T | F | | |
| 23. A | B | C | D | 48. A | B | C | D | 73. T | F | | |
| 24. A | B | C | D | 49. A | B | C | D | 74. T | F | | |
| 25. A | B | C | D | 50. A | B | C | D | 75. T | F | | |

Mathematics

Learning to complete math problems quickly is a valuable skill in all facets of life including engineering, accounting, completing a tax return and even grocery shopping. This contest provides opportunities for students to further develop and then apply their math knowledge and skills.

**Math
grade level
division=
6-8**

Section 1438: MATHEMATICS

(a) THE CONTEST.

- (1) Summary. Learning to complete math problems quickly is a valuable skill in all facets of life. This contest includes problems covering, but not limited to: numeration systems, arithmetic operations involving whole numbers, integers, fractions, decimals, exponents, order of operations, probability, statistics, number theory, simple interest, measurements and conversions. Geometry and algebra problems may be included as appropriate for the grade level.
- (2) Contest Format. The contest consists of 50 multiple-choice problems. Thirty minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. Each participant school may enter as many as three contestants per division in the district meet.
- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Ties and Points. No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i).
- (3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
- (4) Official Results. After verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

(1) *Before the contest begins, open the test envelope in the presence of coaches. Check tests for defects and omissions. Next, inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*

(2) *Distribute answer sheets, test booklets, and call roll (if necessary).*

(3) **Say: “This is the UIL Math test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”**

(4) *After all students have written their contestant number and circled their grade level,*

Say: “All answers should be recorded on your answer sheet, not on your copy of the test. You may use blank scratch paper during this test. You will have 30 minutes to take the test. You may now open your test booklet and begin taking the test.”

(5) *Allow students 30 minutes to take the test.*

(6) *When the test period of 30 minutes has ended* **Say: “Please stop taking the test and put your pencils or pens down. I will now collect your answer sheet, test booklet, and scratch paper.”**

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of one division (sixth- eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant’s score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-Tests* and answer blanks, answer key
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Host School-* Blank paper
- *Provided by the School or student-* Pens, pencils and/or erasers
- *Other-* No other materials, including calculators or notes, may be used in the contest

Grading/Scoring Rules

Criteria: The 50-question test is graded objectively. A perfect score is 250.

Briefing Graders: Brief graders on the procedure to be used for grading.

Scoring: Each test should be independently scored twice, and papers contending to place should be scored a third time. **Award five points for each problem solved correctly. Deduct two points for problems incorrectly solved. There is no deduction for problems skipped.**

Ranking: Rank tests from highest to lowest scores. Individual places shall be determined and recognized through sixth place in each division. Team places may be determined and ranked through third place in each division.

Points: Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points equally for the two or more places in which a tie exists.

FAQs about Rules

What content does the test cover?

The test will cover the content of current state-adopted middle school/junior high mathematics textbooks.

How long does the contest last?

Thirty minutes will be allowed for the contest. There should be a clock visible to all contestants.

May students use calculators?

No, students may not use calculators during this test.

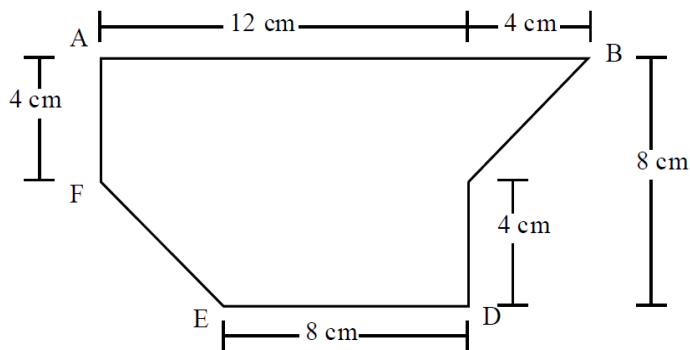
Mathematics Sample Questions

These sample questions are taken from the 2024-2025 Fall/Winter District Test. Each contest includes 50 questions.

2024 – 2025 University Interscholastic League JH/MS Mathematics Contest B

- (1) Evaluate: $18 + 4^0 \times 2 - 8 \div 2^{-2}$
 A) -12 B) 6 C) 48 D) -14 E) 7
- (2) Which of the following numbers is a triangular number?
 A) 2 B) 4 C) 8 D) 10 E) 12
- (3) $(-0.1) + (-0.2) + (-0.3) + \dots + (-1.0) = ?$
 A) -4.5 B) -5.5 C) 3.9 D) -4.9 E) 5.5
- (4) If three-eighths of a pound of hamburger costs \$0.57, then how much does two pounds of hamburger cost?
 A) 38¢ B) \$1.14 C) \$1.52 D) \$3.04 E) \$4.56
- (5) If the edge of a cube is doubled, by what percent does the surface area increase?
 A) 50% B) 100% C) 200% D) 300% E) 400%
- (6) $4\frac{1}{3} \times 4\frac{2}{3} = ?$
 A) $20\frac{2}{9}$ B) $8\frac{2}{3}$ C) $16\frac{2}{9}$ D) $8\frac{2}{9}$ E) None of These
- (7) In a jar, the ratio of the number of oatmeal cookies to the number of chocolate chip cookies is 5:2. If there are 20 oatmeal cookies, how many chocolate chip cookies are in the jar?
 A) 8 B) 12 C) 18 D) 28 E) 50

- (8) In the figure to the right, angle $\angle B = 45^\circ$; angles $\angle A$ and $\angle D$ are right angles; the $m\angle E = m\angle F = 135^\circ$. What is the area of the figure?



Problem # 8

- (9) Noah is making $1\frac{1}{2}$ batches of muffins. If one batch calls for $1\frac{3}{4}$ cups flour, how much flour will he need?
 A) $\frac{7}{8}$ cup B) $\frac{13}{8}$ C) $2\frac{5}{8}$ cups D) $3\frac{1}{2}$ cups E) 5 cups
- (10) When expanded, what is the number of zeros in 1000^{10} ?
 A) 4 B) 10 C) 13 D) 30 E) 1,000
- (11) If $a + b = 12$, $b + c = 16$, and $c = 7$, what is the value of a ?
 A) 1 B) 3 C) 5 D) 7 E) None of These

Answer Key:

- 1) A
- 2) D
- 3) B
- 4) D
- 5) D
- 6) A
- 7) A
- 8) C
- 9) C
- 10) D
- 11) B

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 250. Initials _____

_____ out of 250. Initials _____

Papers contending to place:

_____ out of 250. Initials _____



**University Interscholastic League
A+ Mathematics Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level: 6 7 8

- | | |
|---------------|---------------|
| 1. A B C D E | 26. A B C D E |
| 2. A B C D E | 27. A B C D E |
| 3. A B C D E | 28. A B C D E |
| 4. A B C D E | 29. A B C D E |
| 5. A B C D E | 30. A B C D E |
| 6. A B C D E | 31. A B C D E |
| 7. A B C D E | 32. A B C D E |
| 8. A B C D E | 33. A B C D E |
| 9. A B C D E | 34. A B C D E |
| 10. A B C D E | 35. A B C D E |
| 11. A B C D E | 36. A B C D E |
| 12. A B C D E | 37. A B C D E |
| 13. A B C D E | 38. A B C D E |
| 14. A B C D E | 39. A B C D E |
| 15. A B C D E | 40. A B C D E |
| 16. A B C D E | 41. A B C D E |
| 17. A B C D E | 42. A B C D E |
| 18. A B C D E | 43. A B C D E |
| 19. A B C D E | 44. A B C D E |
| 20. A B C D E | 45. A B C D E |
| 21. A B C D E | 46. A B C D E |
| 22. A B C D E | 47. A B C D E |
| 23. A B C D E | 48. A B C D E |
| 24. A B C D E | 49. A B C D E |
| 25. A B C D E | 50. A B C D E |

Modern Oratory

In modern oratory, contestants will select one of the topics, determine the critical issues in the topic, and acknowledge both pro and con points citing support discovered in their research. Students will choose a side to defend and support that side with additional evidence.

Section 1442: MODERN ORATORY

(a) THE CONTEST.

- (1) Summary. In this contest, the contestant will select one of the topics, determine the critical issues in the topic, and acknowledge both pro and con points citing support discovered in their research. Students will choose a side they will defend and support that side with additional evidence. Along with the skills of analysis, research, note-taking, documentation, evaluation and decision-making come those of memorization and delivery.
- (2) Contest Format. The UIL will provide a selection of topics each academic year from which the student will pick one. Contestants will deliver a three to six minute speech on their topic without the use of notes. Contestants shall not use costumes or props in the contest. Students going over the maximum or under the minimum time limit shall be penalized one rank. For example, if the judges rank a student second who has gone over the time limit, that student shall be assigned third place and the student who was ranked third will be given second place. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 and 1405 may enter this contest. A student may enter no more than two speech events.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures..

- (3) Individual Competition. Each participant school may enter as many as three contestants per division in the district meet.
 - (4) Team Competition. There is no team competition in this contest.
- ### (c) CONTEST ADMINISTRATION.
- (1) Personnel. The contest director may be the coach of a participating student. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
 - (2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of modern oratory, they shall be divided into sections according to official contest procedures.
 - (3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).
 - (4) Verification Period. If a panel of judges is used, a verification period should be provided. Unofficial results shall be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The decisions of the judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period. For rounds with single judges, a 15-minute viewing period is recommended.
 - (5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.
 - (6) Returning Materials. No confidential materials are used in this contest. Therefore, evaluation sheets may be returned to contestants at the conclusion of the contest.

Modern Oratory grade level division= 6-8

At the district meet, students may enter no more than two speaking events.

Practice & Preparation

- Review the Modern Oratory evaluation sheet
- [Independent Vendors](#)

Contest Administration Script

Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.

Say: “This is the UIL Modern Oratory event. One at a time, I will call you (contestants) into the contest room according to your arranged speaking order. Your speech will need to be between three and six minutes. If you go over or under the time limits, you will be penalized one rank. You may remain in the contest room after your speech.”

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

See pages 17-20 for instructions on creating preliminary sections and ranking contestants.

General Contest Information

Contest Grade Divisions

This contest will consist of one division (sixth- eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. After the contest, provide the meet coordinator with the Contest Roster, a list of first through sixth place contestants and their schools, and the number of contestants participating. The contest director may be the coach of a participating student. The director may appoint an assistant director.
- *Timekeeper.* A timekeeper should be provided for each section to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or time cards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.
- *Judges.* The contest director may recruit one judge or an odd-numbered panel of judges for each section. Judges may not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
- *Section Chairperson.* One adult may be appointed per section to see that the contest progresses without problems.
- *Tabulation Room Assistants.* Adults may be appointed to work in the tab room to receive ballots from the judges and to determine winners.
- *Monitors.* One person is needed for each section to see that the contest progresses without problems. Monitors may be coaches of participating students.

General Contest Information (cont.)

Contest Material Overview

- *Provided by UIL*-Topics will be posted on the UIL website each year, evaluation sheets, judges' ballots, Contest Director's Ranking Sheet for a panel of judges, contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Other*- No other materials or notes may be used in the contest.

Judging/Scoring Rules

Briefing Judges: Judges should be encouraged to give students written evaluations on the Modern Oratory Evaluation Sheet. Oral critiques are optional, but when given, should be directed to the group as a whole, acknowledging good points and giving suggestions for improvement.

Criteria: Criteria for judging the contest should include:

- (A) **Delivery:** Did the speaker demonstrate effective communication? Was the speaker able to enlist and hold the interest of the audience?
- (B) **Content:** Did the student analyze the topic, giving both sides of the issue?
- (C) **Organization:** Did the student have an appropriate introduction? Did he/she clearly define the problem and show both sides of the issue? Did he/she reach and support a conclusion?
- (D) Overall effectiveness.

Ranking the Contestants: If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See Section 1003 (b). Students going over or under the time limit shall be penalized one rank. For example, if the judges rank a student second who has gone over the time limit, that student shall be assigned third place and the student who was ranked third will be given second place.

Questions: Questions should be made to the contest director before the decision of the judges is announced as official. Decisions of the meet officials in these matters are final.

FAQs about Rules

How many speaking events may a student enter at the district meet?

A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

How do students prepare for the contest?

Students will need to:

- (A) define the problem;
- (B) determine the pro and con issues;
- (C) research the issue;
- (D) look at both sides of an issue;
- (E) reach a conclusion; and
- (F) support that conclusion with documentation.

** Teachers and parents may guide the development of the research and writing of the speech, but no one other than the contestant shall be permitted to write the speech.*

FAQs about Rules (cont.)

How is the speech delivered?

The oration shall be delivered from memory, without the assistance of notes, and shall be between three and six minutes in length. Contestants may not use costumes or props in the contest. Delivery may include an introduction, statement of the question, development of both pro and con points, statement of the position, defense of that position and a conclusion.

How are sections created?

A section shall consist of no more than eight contestants. If nine or more students enter modern oratory, they shall be divided into sections using the guidelines in Section 1003. Districts may create smaller sections when space permits. A separate room is needed for each preliminary section. Winners from the preliminary rounds will compete in a final round using the guidelines in Section 1003.

Are audiences permitted during the contest?

Audiences are permitted. Audiences should be instructed to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

May a student be coached during the event?

No speaker may be coached or prompted in any manner during the presentation.

TOPICS FOR 2025-2026

- * Do social media influencers possess too much power?
- * Should more Texas school districts adopt a four-day school week to improve student performance?
- * Is mental health as important as physical health?
- * Does technology have a positive or negative effect on relationships?
- * How important is it to preserve natural lands in the United States?

SAMPLE TOPICS

From 2024-2025

- * Should schools ban cell phones?
- * Does artificial intelligence negatively impact the American workforce?
- * Can Texas government solve the state's water crisis?
- * Is achieving the "American Dream" more difficult compared to previous generations?
- * Is the fast-food industry to blame for obesity in America?

From 2023-2024

- * Are concerns around young people's social media use justified?
- * Is the opioid crisis being adequately addressed by Texas communities?
- * Can government do more to reduce poverty in the US?
- * Has name-image-likeness been good for college sports?
- * Does the United States have an effective justice system?



Modern Oratory

EVALUATION SHEET

INSTRUCTIONS

Contestants select a topic from a list provided by the UIL, research and develop their speech. The contestants should define the problem, show the pros and cons of the issue, and reach and support a conclusion. The speech should be 3-6 minutes in length and delivered from memory. The judge should use the following criteria in evaluation and ranking the contestant. Please make comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

Speaker Number _____

Speaker Name _____

Section _____

Topic _____

DELIVERY

Did the speaker demonstrate effective communication? Was the speaker able to enlist and hold the interest of the audience?

ORGANIZATION

Did the student have an appropriate introduction? Did he or she clearly define the problem and show both sides of the issue? Did he or she reach and support a conclusion?

CONTENT

Did the student analyze the topic giving both sides of the issue?

OVERALL EFFECTIVENESS

Judge's signature _____



JUDGE'S MASTER BALLOT

CIRCLE EVENT: Impromptu Speaking Modern Oratory Oral Reading Storytelling

INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

DISTRICT _____ **SECTION** _____

GRADE LEVEL _____ **ROUND** Prelims Finals

| SPEAKER NUMBER | NAME | TITLE | JUDGE RANK |
|----------------|-------|-------|------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |

Judge's signature _____

MAKE A COPY OF THIS FORM FOR EACH JUDGE



Contest Director's Ranking Sheet for a panel of judges in speaking events

EVENT _____

SECTION I II III IV FINALS

BEFORE RANKING, CHECK THE FOLLOWING

- Evaluation sheets have ranks Speaker order Length of presentation

CRITERIA FOR DETERMINING PLACES AND BREAKING TIES

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

NOTES

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

| Speaker Number | Judge I | Judge 2 | Judge 3 | Totals | Preference* | Decimal Value* | Rank |
|----------------|---------|---------|---------|--------|-------------|----------------|------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

* Judges' preference and decimal values are used only to break ties.

Music Memory

The focus of the music memory contest is an in-depth study of fine pieces of music literature taken from a wide spectrum of music genres to expose students to great composers, their lives and their music.

The official lists are comprised of 10 pieces for 2nd grades, 16 for 3/4 and 5/6 graders, and 20 for 7/8 graders. Spelling and punctuation are part of the contest. To receive full credit for an answer, all information about the composer and musical selection should be complete as shown on the official list.

Section 1446: MUSIC MEMORY

(a) THE CONTEST.

- (1) Summary. The focus of this contest is an in-depth study of fine pieces of music taken from a wide spectrum of genres to expose students to great composers, their lives and their music. In the course of preparing for the contest, students should be given the opportunity to describe and analyze the music, relate the music to history, to society and to culture, and to evaluate musical performance. The UIL will publish each year the official UIL Music Memory List and provide sources for obtaining recordings of the music and information on the pieces and composers.
- (2) Contest Format. Students in grade 2 will listen to and identify short excerpts of 10 musical selections with a tiebreaking component. Students in grades 3 and 4 will complete a matching section and will listen to and identify short excerpts of up to 20 musical selections. Students in grades 5, 6, 7 and 8 will listen to and identify short excerpts of up to 20 musical selections. Specific test formats for grades 5, 6, 7 and 8 may differ by grade level and may include tiebreaker sections or optional components for district consideration. The current A+ Handbook includes complete rules and instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individuals. Each participant school may

enter as many as five contestants in each division in the district meet.

- (4) Team Competition. If the district has elected to include team competition, the combined scores of all contestants in each division from a school, divided by the number of contestants from that school, shall constitute the school's team score. A team shall have at least three contestants compete to participate in team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Ties and Points. Ties shall be broken, when applicable, by applying the tiebreaker rules for that grade level. If a tie remains after the tiebreaker has been scored, the tie will stand. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.
- (3) Certificates. Students having a 100% correct paper on the district test selections are eligible for a Certificate of Achievement. The four tie-breaking questions are not to be considered in determining 100% papers.
- (4) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
- (5) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Music
Memory
grade level
divisions= 2,
3/4, 5/6 and
7/8**

Practice & Preparation

- [UIL's Music Memory Passport](#)
- Current Music Tracks (purchase music through I-Tunes or Spotify or listen to free Spotify playlist [posted here](#))
- [Independent Vendors](#)

Contest Administration Script

Before the event begins, make sure to check the sound equipment in the contest room to ensure it works properly and that contestants will be able to hear the selections.

- (1) *Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets and call roll (if necessary).*
- (3) **Say: "This is the UIL Music Memory test. Write your contestant number in the upper right corner of the answer sheet, and circle your correct grade level (students in 2nd grade will not need to circle their grade level)."**

(a) For Second Graders:

After all students have written their contestant number, Say: "You are now going to complete Step One of the test. I will give you around 10 minutes for this step. Using the composer name bank, write the composer name next to the correct selection title using each composer once."

Allow students around 10 minutes for this part of the test.

Next, Say: "I am now going to play the music for Step Two. Listen to the music excerpt and put the correct number next to the selection name. For the tiebreaker, write the major work (where needed) and selection name. I will pause each music track for around one minute to give you enough time to write your response."

(b) For Third/Fourth Graders:

After all students have written their contestant number and circled their grade level, Say: "You are now going to complete Step One of the test. I will give you around 10 minutes for this step. Write the letter of the selection and major work in the blank next to the correct composer's name, using each letter once."

Allow students around 10 minutes for this part of the test.

Next, Say: "I am now going to play the music for Step Two. Listen to the music excerpt and put the correct number next to the selection name. For the tiebreaker, write the major work (where needed) and selection name. I will pause each music track for around one minute to give you enough time to write your response."

(c) For Fifth/Sixth Graders:

After all students have written their contestant number and circled their grade level, Say: "I am now going to play the music. Listen to the music excerpt and write the title of the selection, major work (where needed) and the composer in the blanks provided. I will pause each music track for around one minute to give you enough time to write your response."

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

(d) For Seventh/Eighth Graders:

After all students have written their contestant number and circled their grade level, Say: **“You are now going to complete Step One of the test. I will give you around 10 minutes for this step. Turn to the multiple-choice section of the test and follow the instructions for marking answers.”**

Allow students around 10 minutes for this part of the test.

Next, Say: **“I am now going to play the music for Step Two. Listen to the music excerpt and write the title of the selection, major work (where needed) and the composer in the blanks provided. I will pause each music track for around one minute to give you enough time to write your response.”**

(4) After students have been given time to listen and respond to the last musical excerpt, Say, **“Please stop writing and put your pencils or pens down. I will now collect your answer sheet.”**

General Contest Information

Contest Grade Divisions

- This contest will consist of four divisions (second, third/fourth, fifth/sixth, and seventh/eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant’s score, a list of the winners and their schools, and the number of contestants participating. The contest director may be the coach of a participating student. The director may appoint an assistant director. Additional monitors may also be used.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL:*
 - Matching test for second grade, third/fourth grades, and seventh/eighth grades and answer sheet for the fifth/sixth grades.
 - The UIL posts the [official list](#) of selections at the beginning of each school year.
 - Music Memory Audio (will be available to meet officials via digital download; must not be shared with others)
 - Certificates of Excellence (for district meets)
- *Provided by the Host School.* Sound equipment to play audio material. The contest room should be appropriate for an event that requires contestants to listen to and identify recorded music.
- *Provided by the School or Student.* Pens, pencils and/or erasers.
- *Other.* No other materials or notes may be used in the contest.

Visit the [A+ section of the UIL website](#) to download the current year’s Official Music Memory List (names of the pieces with links to purchase music), including pilot grade levels, and to find information about study materials.

Copyright Notice: The UIL does not own rights to music selections; therefore, selections are not available for download or purchase through UIL. The UIL website provides information on how to acquire the music selections. Remember that recordings of the musical selections are copyrighted and ensure that your uses of the recordings do not violate copyright restrictions. Refer to your source’s usage guidelines.



Judging/Scoring Rules

Briefing Judges: Brief graders on the procedure to be used for grading and explain the scoring process. A copy of the Official Music Memory List is printed on the back of each answer key.

Criteria: The test is graded objectively. Two points are awarded for each correct answer; one point is awarded if the answer is correct but misspelled.

Scoring: Each test should be independently scored twice, and papers contending to place should be scored a third time. To receive full credit for an answer, all information about the music selection should be complete as shown on the Official List. For additional scoring instructions, refer to the official Music Memory Scoring Guidelines provided in the A+ Handbook and on the UIL website.

- (A) In the 2nd-grade matching portion of the contest, award two points for the correct composer, or one point if the composer is correct but misspelled. In the 2nd-grade listening portion of the contest, award two points for correct recognition of selection title. In the 2nd-grade tie-breaking portion of the contest, award two points for the correct major work, if required, and two points for the correct selection. Award one point if the major work is correct but misspelled. Award one point if the selection title is correct but misspelled. Award no points for incorrect or unanswered items.
- (B) In the 3rd/4th-grade matching portion of the contest, award two points for recognition of the composer and two points for recognition of selection title. In the 3rd/4th-grade tie-breaking portion of the contest, award two points for the correct major work, if required, and two points for the correct selection. Award one point if the major work is correct but misspelled. Award one point if the selection title is correct but misspelled. Award no points for incorrect or unanswered items.
- (C) In the 5th/6th-grade contest, award two points for the correct major work, if required, and two points for the correct selection. Award one point if the major work is correct but misspelled. Award one point if the selection title is correct but misspelled. Award two points for the correct composer. Award one point if the composer's name is correct but misspelled. In the 5th/6th-grade tie-breaking portion of the contest, the same scoring method shall be used. Award no points for incorrect or unanswered items.
- (D) In the 7th/8th multiple-choice part of the contest, award two points for each correct answer. (If the district has opted to count the multiple-choice section as a tiebreaker only, it is only necessary to grade that section for entries involved in a tie.) In the listening portion of the contest, award two points for the correct major work, if required, or one point if the major work is correct but misspelled. Award two points for the correct selection title, or one point if the selection title is correct but misspelled. Award two points for the correct composer or one point if the composer's name is correct but misspelled.

Ranking Teams: Scores of all members who participated on the team should be added and divided by the number of team members. A team shall have at least three contestants to participate in the team competition.

Points: Individual points are awarded through sixth place. Team points are awarded through third place. See 1408 (i).

Note:
Each element of an answer is worth two points, with one point deducted for misspelling.

Scores are based on the main part of the test (not the tiebreaker).

FAQs about Rules

How long does the contest last?

For 2nd grade students, allow up to 10 minutes for contestants to complete the matching portion. Allow approximately 20-25 seconds of listening time for each of the 10 music segments and adequate time between each selection for writing. Allow students around one minute to record their responses for each of the two tiebreakers. The entire contest should take no more than 35 minutes to complete.

For 3rd and 4th grade students, allow sufficient time to answer the matching portion of the test and to write down the name of the major work, if it is required, the selection title for the tie breaker. Give students at least one minute between each selection for writing. In the matching portion of this test, 10 minutes is usually about right, but if students get finished before, you may cut that time limit short.

For 5th and 6th grade students, allow sufficient time to write down the name of the major work, if it is required, selection title, and the name of the composer. Give students at least one minute between each selection for writing.

For 7th and 8th grade students, allow 10 minutes to complete the 20-question multiple-choice section. For the listening portion, give students at least one minute between each selection for writing. The entire contest should take no more than one hour to complete.

May a musical selection be replayed?

The only time a music selection would be replayed is because of a technical glitch, distraction (such as a bell going off) or other external noise.

This 2nd grade test from last school year does not use the current year's music selections.

UIL A+ Music Memory 2024-2025



2nd Grade Fall/Winter District Test

Contestant Number _____ Score _____

Directions:

Step One: Write the composer name from the Word Bank in the blank after each Selection title. Use each composer once.

Step Two: Listen to each music selection and place the correct number in the blank before the Selection title.

| Listening Number | | Selection Title (Major Works in bold) | <u>Composer</u> |
|------------------|---|---|-----------------|
| |  | The Well-Tempered Clavier, Book I: Prelude No. 1 | _____ |
| |  | Take the "A" Train | _____ |
| |  | Pictures at an Exhibition: Promenade | _____ |
| |  | O la, o che bon eccho (Echo Song) | _____ |
| |  | Symphony No. 1: Movement 3 | _____ |
| |  | Armenian Dances (Part I): Gna, Gna (Go, Go) | _____ |
| |  | The Prince of Denmark's March | _____ |
| |  | The Four Seasons: Autumn, Movement 3 | _____ |
| |  | The Magic Flute: Der Vogelfänger bin ich ja | _____ |
| |  | Carmen: Toreador Song | _____ |

Tie Breakers: Write major work (where needed) and selection name.

1. _____
2. _____

Composer Word Bank

Bach
Beethoven
Bizet
Clarke
Ellington/Strayhorn
Lassus
Mozart
Mussorgsky
Reed, Alfred
Vivaldi

This 3/4 grade test from last school year does not use the current year's music selections.

UIL A+ Music Memory 2024-2025
3RD and 4TH Grade Fall/Winter District Test

Contestant Number _____ Score _____

Directions:

Step One: Put the letter of the selection and major work in the blank next to the correct composer's name. Use each letter once.

Step Two: Listen to the music excerpt and place the correct number in the blank to the left of the Major Work and Selection.

| Listening Number | Major Work | Selection | Composer |
|------------------|--|-----------------------------------|---------------------|
| A | Symphony No. 1 | Movement 3 | Mussorgsky |
| B | | O la, o che bon eccio (Echo Song) | Beethoven |
| C | | The Prince of Denmark's March | Bach |
| D | The Four Seasons | Autumn, Movement 3 | Debussy |
| E | The Barber of Seville | Zitti, zitti, piano, piano | Verdi |
| F | Pomp and Circumstance | March No. 1 | Price |
| G | The Well-Tempered Clavier, Book 1 | Prelude No. 1 | Mozart |
| H | | Take the "A" Train | Clarke |
| I | Carmen | Toreador Song | Rossini |
| J | | Waltz in A-Flat Major | Vivaldi |
| K | The Magic Flute | Der Vogelfänger bin ich ja | Lassus |
| L | Requiem | Dies Irae | Ellington/Strayhorn |
| M | Armenian Dances (Part 1) | Gna, Gna (Go, Go) | Reed, Alfred |
| N | | Clair de Lune | Bizet |
| O | Pictures at an Exhibition | Promenade | Brahms |
| P | Symphony No. 1 | Movement 4. Finale | Elgar |

Tie Breakers: Write major work (where needed) and selection name

| Major Work | Selection |
|------------|-----------|
| Q | |
| R | |
| S | |
| T | |



5th and 6th Grade Music Memory Answer Sheet

| Contestant Number _____ | | Score _____ | |
|-------------------------|-----------------|-------------------------------|------------------|
| | Composer | Major Work (if needed) | Selection |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| Tie Breakers | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

Grade 7/8 Test also includes 20 multiple choice questions based on [study guide found here](#).

UIL A+ Music Memory Answer Sheet - 7th & 8th Grade
 (may also include 6th grade)

Contestant Number _____ Score _____

| | Composer | Major Work | Selection |
|-----|----------|------------|-----------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

Number Sense

Every day, individuals are called upon to use their ability to make quick mental calculations to make decisions. The development of such abilities is an integral part of the math curriculum.

Section 1450: NUMBER SENSE

(a) THE CONTEST.

- (1) Summary. Individuals are called upon every day to use their ability to make quick mental calculations to make decisions. The development of such abilities should be an integral part of the math curriculum. Concepts covered include, but are not limited to: addition, subtraction, multiplication, division, proportions, and use of mathematic notation.
- (2) Contest Format. Students will be given a fill-in-the-blank test which they shall complete without doing calculations on paper or on a calculator. Erasures, mark-overs and mark-outs are not permitted. Requirements for numeric forms shall be as specified in official contest procedures. Exactly 10 minutes shall be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Ties and Points. Ties are not to be broken in either individual or team competition. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.
- (3) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
- (4) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Number
Sense
grade level
divisions=
4-6 and 7/8**

Practice and Preparation

- [Free Study Materials Booklets](#)
- [Free Developing Middle School Number Sense Skills](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Before the contest begins, the contest director shall number the folded sheets and keep notes of the name and school of each contestant. Next, inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) **Say: “This is the UIL Number Sense test. I am now going to place your folded test sheet in front of you. Write your contestant number in the upper left hand corner. Do not handle or unfold the test sheet until I tell you to do so. While you are taking your test, write your answers in the blank immediately following the problem without attempting to solve the problem on paper, in accordance with instructions on your test sheet. This is a test in mental mathematics, and only the results of calculations arrived at without the use of pencil and paper will be accepted. If you do not follow that contest rule, you will be disqualified. You will have 10 minutes to take this test. You may now unfold your test and begin.”**
- (3) *The contest director shall give contestants start and stop signals to begin and end the 10-minute testing period. No other time signals shall be given. Allow students 10 minutes to take the test.*
- (4) *When the test period of 10 minutes has ended Say: “Sit back and put your writing utensil down. Be ready to deliver your test to the person collecting the test.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fourth-sixth, seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with each contestant’s score, a list of individual and team winners, and the number of contestants participating. The contest director may be the coach of a participating student. The director may appoint an assistant director.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Printed tests, answer key, contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the School or Student-* Pencils or pens
- *Other-* No other materials or notes may be used in the contest.

Grading/Scoring Rules

Briefing Graders: Brief graders on procedure to be used for grading and explain the scoring process.

Scoring: Each test should be independently scored twice, and papers contending to place should be scored a third or fourth time as needed. **Award five points for each problem solved correctly. Deduct four points for each problem not solved correctly and for each problem skipped. No deduction is taken for problems after the last problem attempted.** Attempted problem means having a mark in the answer blank. An illegible figure constitutes an incorrect answer. The contest director, with the assistance of graders, may determine whether a figure is legible. An erasure or markout would cause that problem to be incorrect.

- (A) *Fractions.* All fractions in test papers must be reduced to lowest terms. Improper fractions are permitted. Decimal answers are permitted for those unstarred problems whose answers are exactly expressible as decimals. For example, $\frac{3}{2}$, $1\frac{1}{2}$, and 1.5 are all acceptable. Starred problems on the test sheets require approximate integral answers, i.e., they permit 5% error; unstarred problems require exact answers.
- (B) *Symbols.* Symbols such as ° and % are usually printed on the sheet. Therefore, answers require only the writing of numerals. If a symbol is omitted from the printed sheet, it is not the responsibility of the contestant to make sure the answer is complete. If not printed, the student need not include it in the answer.
- (C) *Exception for Dollars and Cents.* In agreement with the philosophy that answers should be complete, all dollars and cents problems must have complete answers. That is, twenty-three dollars must be written as \$23.00 (with \$ and .00). Sixteen cents must be written as \$.16 or 16¢, depending on the answer blank format.
- (D) *Efficient Forms.* Numerical answers should be written so that the answers are complete as in the two examples above. However, the answer should be written in the most efficient form possible. For example, if the answer is 16, the written answer 16.000 is not acceptable for the purposes of the number sense competition. Extraneous zeroes are not to be used. For example, if .16 is the answer, 0.16 is not an acceptable format.
- (E) *Exponentials.* An answer such as 3×10^3 should be expressed as 3000 and not left in exponential form.

FAQs about Rules

What types of questions are on the test?

The test will cover basic arithmetic and mathematical functions in grades four through six. Another test for the junior high level will include algebra, geometry and number theory.

How long does the contest last?

Ten minutes are allowed for the contest.

Are commas permissible in answers?

Commas are not required in the answer, however if the student writes the answer using commas, they must be in the correct place or they will be considered as extraneous marks and will be counted incorrect.

Are timing devices allowed?

Contestants may use timing devices as long as they do not emit audible signals during the contest. Cell phones, smart watches or any device that can wirelessly connect to the Internet, electronic tables, music players, headphones, etc. may not be used in the testing room.

Problem Sequencing Elementary Number Sense Test

Problem 1 - 20*

1. Addition, subtraction, multiplication, & division of whole numbers
2. Recognizing place value
3. Rounding off whole numbers
4. Multiplication short-cuts
5. Remainder type problems
6. Even & odd number type problems
7. Expanded notation
8. Sums of whole numbers with regrouping
9. Differences of whole numbers with regrouping
10. Roman numerals/Arabic numbers conversion

Problems 21 - 40

1. Addition/subtraction of fractions with common denominators
2. Addition, subtraction, multiplication, & division of decimal fractions
3. Comparing decimal & fractions
4. Conversion problems (either way): fraction/decimal, percent/fraction, percent/decimal
5. Order of operations
6. More multiplication short-cuts
7. Ratio/proportion
8. Consumer type problems
9. Problems about prime numbers
10. Greatest common divisor (gcd) & least common multiple (lcm)
11. Conversion problems (either way): length, measurements, time

Problems 41 - 60

1. Addition, subtraction, multiplication & division of fractions and mixed numbers
2. Substitution problems
3. Perimeter/area of: square, rectangle, triangle
4. Radius/diameter of a circle
5. Powers & roots of numbers
6. Solving simple equations
7. Sequences
8. Sets
9. Word problems
10. Volume of cube/rectangular box
11. Right triangle problems
12. More multiplication short-cuts
13. Base systems conversions

Problems 61 - 80

1. Addition, subtraction, multiplication & division of integers
2. Inverses
3. Basic geometry facts
4. More area problems
5. Squaring two-digit numbers
6. More multiplication short-cuts
7. More powers and roots of numbers
8. More consumer type problems
9. Inequalities
10. Probability
11. More area problems: parallelogram, rhombus, trapezoid
12. Coordinate geometry - number line
13. More percent type problems

Problem Sequencing Junior High Number Sense Test

Problems 1 - 20*

1. Addition, subtraction, multiplication & division of whole numbers, fractions, and decimals
2. Order of operations
3. Use of the distributive property
4. Comparison of fractions & decimals
5. Multiplication short-cuts
6. Squaring numbers
7. Roman numerals/Arabic numbers
8. Mean, median, mode
9. Sums of whole numbers of multiple terms of a finite series

Problems 21 - 40

1. Addition, subtraction, multiplication & division of mixed numbers and integers
2. More multiplication short-cuts
3. Percent problems
4. Conversion problems (either way): English/metric, length, area, capacity, time
5. Consumer type problems
6. Substitution problems
7. Solving simple equations
8. Square roots/cube roots
9. Greatest common divisor (gcd) & least common multiple (lcm)
10. Number theory - prime numbers and divisors
11. Perimeter/area of: square, rectangle, circle
12. Ratio/proportion
13. Inverses
14. Multiplication of $10^1, 10^2$

Problems 41 - 60

1. Sets
2. Word problems
3. Pythagorean theorem
4. Sequences
5. Volume/surface area of rectangular solid/cube
6. Base systems: conversions and basic operations
7. Area of: parallelogram, rhombus, trapezoid, circle
8. Solving inequalities
9. Basic geometry facts
10. Remainder problems

Problems 61 - 80

1. Repeating decimals
2. More number theory
3. Powers of numbers
4. Volume of: circular cylinder, cone, sphere
5. Sequences & series
6. Factorial
7. Coordinate geometry
8. Probability/odds
9. More percent type problems: Advanced
10. More remainder type problems
11. More multiplication short-cuts

* A type of problem from a particular section could appear later in the test. For example, a GCD problem could appear as problem #43, but not any earlier than problem #21.

Sample Number Sense Test

University Interscholastic League
2024 – 2025 Elementary Number Sense Test B

Contestant's Number _____

| | | |
|-----------------|--------------|-----------------|
| Final | _____ | _____ |
| 2 nd | _____ | _____ |
| 1 st | _____ | _____ |
| | Score | Initials |

Read Directions Carefully
Before Beginning Test

Do Not Unfold This Sheet
Until Told to Begin

Directions: Do not turn this page until the person conducting this test gives the signal to begin. This is a ten-minute test. There are 80 problems. Solve accurately and quickly as many as you can in the order in which they appear. **ALL PROBLEMS ARE TO BE SOLVED MENTALLY.** Make no calculations with paper and pencil. Write only the answer in the space provided at the end of each problem. Problems marked with a (*) require approximate integral answers; any answer to a starred problem that is within five percent of the exact answer will be scored correct; all other problems require exact answers.

The person conducting this contest should explain these directions to the contestants.
Stop – Wait for Signal!

- | | |
|--|--|
| (1) $24 + 45 =$ _____ | *(20) $667 \times 39 =$ _____ |
| (2) $78 + 23 =$ _____ | (21) $18 + 24 \div 2 \times 3 =$ _____ |
| (3) $224 - 56 =$ _____ | (22) $34 + 30 + 26 + 22 =$ _____ |
| (4) $918 \div 3 =$ _____ | (23) $\frac{5}{12}$ hour = _____ minutes |
| (5) $5 \times 48 =$ _____ | (24) $143 \times 7 =$ _____ |
| (6) $402 - 127 =$ _____ | (25) $\frac{19}{24} - \frac{3}{24} =$ _____ |
| (7) $36 + 16 + 14 =$ _____ | (26) $102 \times 101 =$ _____ |
| (8) $64 \times 11 =$ _____ | (27) $76\% =$ _____ common fraction |
| (9) $50 \times 23 =$ _____ | (28) If 15 ♥ costs 27¢, then 10 ♥ cost _____ ¢ |
| *(10) $1 + 897 + 1203 =$ _____ | (29) $28 \div \frac{7}{10} =$ _____ |
| (11) $16 \times 25 =$ _____ | *(30) $126 \times 721 + 54 =$ _____ |
| (12) 38670.4782 rounded to the hundreds place is _____ | (31) $\$39.75 =$ _____ quarters |
| (13) Which digit is in the thousands place in 34917.20568? _____ | (32) The smallest prime number between 60 and 50 is _____ |
| (14) $31 \times 29 =$ _____ | (33) 64 ounces = _____ pints |
| (15) What is the remainder for $46188 \div 9$? _____ | (34) $44 \times 18 =$ _____ |
| (16) The number of odd whole numbers between 7 and 19 is _____ | (35) $87\frac{1}{2}\% =$ _____ common fraction |
| (17) $5 \times 10^{-1} + 6 \times 10^1 + 2 \times 10^{-3} =$ _____ (decimal) | (36) The LCM of 24 and 15 is _____ |
| (18) $57 \times 15 - 57 \times 5 =$ _____ | (37) $36 \times 12 =$ _____ |
| (19) XCIV = _____ (Arabic Numeral) | |

These sample test questions are from the 2024-2025 Fall/Winter Test, grades 4-6. They are meant only to show the form of the test. Actual copies of Number Sense tests are available as part of the [study materials booklets](#).

Answer Key

- (1) 69
- (2) 101
- (3) 168
- (4) 306
- (5) 240
- (6) 275
- (7) 66
- (8) 704
- (9) 1150
- *(10) 1996-2206
- (11) 400
- (12) 38700
- (13) 4
- (14) 899
- (15) 0
- (16) 5
- (17) 60.502
- (18) 570
- (19) 94
- *(20) 24713-27313
- (21) 54
- (22) 112
- (23) 25
- (24) 1001
- (25) 2/3
- (26) 10302
- (27) 19/25
- (28) 18
- (29) 40
- *(30) 86355-95445
- (31) 159
- (32) 53
- (33) 4
- (34) 792
- (35) 7/8
- (36) 120
- (37) 432

Sample Number Sense Test

These sample test questions are from the 2024-2025 Fall/Winter District Test, grades 7-8. They are meant only to show the form of the test. Actual copies of Number Sense tests are available as part of the [study materials booklets](#).

Answer Key

- (1) 200
 (2) 3
 (3) 302
 (4) 109
 (5) $3/16$; .1875
 (6) 2
 (7) 168
 (8) 529
 (9) 12
 *(10) 192376-212626
 (11) 5621
 (12) 13.5; $13\frac{1}{2}$;
 $27/2$
 (13) 108
 (14) 130
 (15) 1690
 (16) 521
 (17) 3136
 (18) 95
 (19) 2024
 *(20) 94430-104370
 (21) 9310
 (22) 169
 (23) $15\frac{2}{3}$; $47/3$
 (24) 4.00
 (25) $11\frac{1}{4}$
 (26) 30
 (27) 924
 (28) 4
 (29) 8
 *(30) 65835-72765
 (31) 2349
 (32) 4
 (33) $4/9$
 (34) -81
 (35) 48
 (36) 7.62; $7\frac{31}{30}$;
 $381/50$
 (37) 14

- (38) $494 \times 111 =$ _____
- (39) The area of a square with a diagonal of 12 is _____
- *(40) 3 miles = _____ feet
- (41) For the sequence: 2, n, 10, q, 26, 37, ... q - n equals _____
- (42) $4^4 - 4^3 =$ _____
- (43) $31 \times 75 =$ _____
- (44) The number of elements in $\{2, 3, 5, 6\} \cap \{1, 2, 3, 4\}$ is _____
- (45) $3 \text{ (base 4)} \times 32 \text{ (base 4)} =$ _____ (base 4)
- (46) The length of the edge of a cube with surface area 54 is _____
- (47) The perimeter of a right triangle with leg 9 and hypotenuse 15 is _____
- (48) The smallest prime number larger than 50 is _____
- (49) The volume of a rectangular solid that measures 6 by 8 by x is 96. What is x? _____
- *(50) $66275 \div 25 =$ _____
- (51) What is the area of the trapezoid with bases $9\frac{2}{3}$, $7\frac{2}{3}$ and height 6? _____
- (52) What is the 8th term in the sequence: 1, 2, 3, ...? _____
- (53) $101 \times 935 =$ _____
- (54) Three times a number added to 5 is 38. The number is _____
- (55) What is the perimeter of a rectangle with diagonal 15 and length 12? _____
- (56) The area of a rhombus with diagonals 14 and x is 105. What is x? _____
- (57) $125 \times 24 =$ _____
- (58) $(7^3 + 7 \times 6) \div 4$ has a remainder of _____
- (59) If $15 - 2x > 43$, then $x <$ _____
- *(60) $8311 \div 79 \times 101 =$ _____
- (61) $24 + (-24) \div 8 =$ _____
- (62) $24\frac{3}{7}$ weeks = _____ days
- (63) 15 meters/sec = _____ km/hr
- (64) $0.7333\dots =$ _____ (common fraction)
- (65) $\frac{3}{5} + \frac{5}{3} =$ _____
- (66) The volume of a circular cylinder with radius 8 and length 20 is $k\pi$. What is k? = _____
- (67) The sum of the whole number divisors of 20 is _____
- (68) $\frac{5!+3!}{3!} =$ _____
- (69) 275% of 240 = _____
- *(70) 2 square yards = _____ inches
- (71) $286 \times 56 =$ _____
- (72) $58\frac{1}{3}\%$ = _____ (common fraction)
- (73) $30 \times 0.7333\dots =$ _____
- (74) The surface area of a sphere with a diameter of 6 is $k\pi$ and k = _____
- (75) What is the probability of drawing an ace from a standard deck of 52 cards? _____
- (76) If the shortest distance between the points (6, 5) and (12, x) is 10, what is x? _____
- (77) $4^4 \div 16 =$ _____
- (78) 14% of n equals 9% of 28. n = _____
- (79) $21 + 19 + 17 + \dots + 1 =$ _____
- *(80) $6875 \times 321 =$ _____

One-Act Play

Students will have the opportunity to work in all aspects of the production of a 40-minute play including the opportunity to satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high-quality performance. The contest promotes interest in an art form most readily usable in leisure time during adult life.

Section 1454: ONE-ACT PLAY

(a) THE CONTEST.

(1) Summary. Students will have the opportunity to work in all aspects of the production of a 40-minute play. During the production of the play they will be able to:

- (A) satisfy the competitive, artistic spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art;
- (B) foster appreciation of good acting, good directing and good drama;
- (C) promote interest in that art form most readily usable in leisure time during adult life;
- (D) learn to lose or win graciously, accepting in good sportsmanship the judge's decision and criticism with a view to improve future productions; and
- (E) increase the number of schools that have adopted theatre arts as an academic subject in school curricula.

(2) Contest Format. Schools will produce a play in strict accordance to the rules and regulations in the current One-Act Play Handbook and Sections 1033 and 1034, with the following exceptions:

- (A) All deadlines and schedules are to be determined by the district executive committee.
- (B) Enrollment and Title Entry Forms are not required for junior high schools and will not be available from the UIL office.

(C) Directors for eighth grade and below do not have to be full-time employees of the school district as required by 1033 (b) (5) (A).

(b) REPRESENTATION.

(1) Contestants. Students in the seventh and eighth grades who are eligible under Section 1400 may enter this contest. Sixth graders who are eligible under Section 1405 may participate in the contest if they are on the same campus as the seventh and eighth grade. Participants shall be full-time students in grades six, seven or eight at the school they represent.

(2) Divisions. This contest consists of one division.

(c) OFFICIAL RESULTS. The decision of the critic judge or judges is final. The winner of a junior high school one-act play contest shall not advance beyond the district level. Winners shall be ranked first, second and third.

(d) MATERIALS. No printed materials are shipped for A+ One-Act Play contests. All instructions and forms are available for download from the UIL website.

The critique is a required component of the OAP competition.

Frequently Asked OAP Questions

1. Do we have to follow all the rules?

Yes and No. The Constitution and Contest Rules. (C&CR) states that “schools will produce a play in strict accordance to the rules and regulations in the current One-Act Play Handbook and C& CR.” However, there are some exceptions listed specifically in the C& CR Section 1454.

2. How do we enroll?

Online enrollment is not required for junior high. The procedures for enrolling are determined by your district executive committee. Each campus may compete in only one district OAP contest. Deadline for submitting the Junior High Contest Entry Form is no later than ten calendar days prior to your first contest. Check with your contest manager. All materials and forms for Play Directors and Contest Managers may be found on the Junior High One Act Play page of the [UIL Theatre website](#).

3. Do we have to submit online title registration?

No.

4. Does our play have to be approved?

If your title is on the approved lists (check UIL web site) you do not need approval. If it is not, follow the procedures under Section 1033(c)(3)(A) of the C&CR. Deadline for requesting permission to produce plays not on the approved list and scenic elements that are not permissible under contest rules is 45 calendar days prior to your first contest.

5. Do we have to use a judge from the list?

Yes. Your contest judge MUST come from approved TTAO critic judge list. The link is available on the UIL web site and the [TTAO website](#).

6. May we use ratings instead of rankings?

No. The rules require that plays be ranked 1-3.

7. Can we give out awards for Best Supporting Actor and Actress?

No. Acting awards include 2 best performers, All-star Cast and Honorable Mention. Tech or Crew awards may be given at the discretion of the Contest Manager.

8. How many schools need to participate to schedule a contest?

Three. If you do not have enough, you may combine with schools from different districts to have a contest. Each school takes their points back to their “home” district.

9. How do we get contest materials?

You may download all necessary materials from the UIL web site. No printed materials are shipped from the UIL office for A+ OAP contests.

10. Can the critiques be done at a later date?

No. A critique of each play shall be presented orally to all entries and interested audience members before or after the contest manager has announced results of the contest.

The Handbook for One-Act Play is available as a free download on the [Theatre section of the UIL website](#).

Oral Reading

Reading literature out loud provides opportunities for students to analyze the text, to grow and to develop as a performer, to communicate a message to an audience and to perform an artistic creation. The oral reading competition should be an extension of the classroom literary and language arts activities in poetry, short stories and children's fiction. See the UIL web site for frequently asked questions about oral reading.

Section 1458: ORAL READING

(a) THE CONTEST.

- (1) Summary. Reading a text out loud serves four purposes: to analyze the text as a literary critic; to grow and to develop as a performer; to communicate a message to an audience; and to perform an artistic creation. All of these apply to the Oral Reading competition, which should be an extension of the classroom literary and language arts activities in poetry, short stories and children's fiction.
- (2) Contest Format. Requirements for acceptable selections shall be as specified in official contest procedures. The maximum time for each presentation is six minutes. There is no minimum time limit. Students who exceed the allotted six minutes shall be penalized one rank. For example, if the judges rank a student second who has gone overtime, that student shall be assigned third place and the student who was ranked third will be given second place. Contestants may not use costumes or props in the contest. No speaker may be coached or prompted in any manner during the presentation. Audiences are permitted.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest at the district meet. Eligible ninth grade students may also enter oral reading. At the district meet, students in grades four through eight may enter no more than two speech events. Ninth grade students are limited by the requirements in Section 1000 (b).
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. Each participant school may enter as many as three contestants per division in the district

meet.

- (4) Team Competition. There is no team competition in this contest.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. The contest director may be the coach of a participating student. A timekeeper should be provided for each section. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.
- (2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of oral reading, they shall be divided into sections according to official contest procedures. Winners from the preliminary rounds will compete in a final round.
- (3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).
- (4) Verification Period. If a panel of judges is used, a verification period shall be provided, during which unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The decisions of the judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.
- (5) Official Results. The contest director shall announce the official results. Official results, once announced, are final.
- (6) Returning Materials. No confidential materials are used in this contest. Therefore, evaluation sheets may be returned to contestants at the conclusion of the contest.

**Oral
Reading
grade level
divisions=
4-6 and 7-9**

**A student
may enter a
maximum
of two
speaking
events at
the district
meet.**

Practice & Preparation

- [Review Children’s Literature Awards for potential titles](#)
- [How to determine if a piece is poetry or prose](#)
- [Independent Vendors](#)

Contest Administration Script

Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins.

Say: “This is the UIL Oral Reading event. Audiences are allowed for this event, but cheering is not permitted during a contestant’s presentation.”
The contest director shall see that this rule is strictly enforced.

** The contest director will need to be familiar with the rest of the contest rules to run the Oral Reading event. **

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

See pages 17-20 for instructions on creating preliminary sections and determining ranks.

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fourth-sixth and seventh-ninth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with a list of winners and their schools and the number of contestants. The director may appoint an assistant director.
- *Timekeeper.* A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should demonstrate to the contestant the type of time signals to be used. While the timekeeper may use either hand signals or timecards to indicate to the speaker the remaining time, time cards are a much preferred method of signal.
- *Judges.* Prior to the contest, judges should become familiar with the oral reading evaluation sheet and the standards for style and delivery. So far as possible, judges should not know what school any contestant represents.
- *Section Chairperson* (not mandatory)- Each section may have a section chairperson to ensure that the contest progresses without problems.

Contest Material Overview

- *Provided by UIL-* Evaluation sheets, Judges’ Ballots, Contest Director’s Ranking Sheet for a panel of judges
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Student-* Literature to be performed in appropriate notebook
- *Other-* No other materials or notes may be used in the contest

Judging/Scoring Rules

Criteria

- The evaluation sheet will include sections for commentary on understanding of the text, control of the performance, appropriateness of the selection, how well the performer prepared the audience and made the meaning of the selection clear as well as the quality of the performance including portrayal of the characters and how well the performer captured and communicated the essence of the literary work.

Briefing Judges

- Prior to the contest, judges should become familiar with the oral reading evaluation sheet and the standards for style and delivery.

Length of Readings

- Students who go over the allotted six minutes shall be penalized one rank. For example, if the judges rank a student second who has gone over the time limit, that student shall be assigned third place and the student who was ranked third will be given second place. Because contestants of many ages participate in this activity, and because coaches are encouraged to choose selections of lengths which are suited to the ages of the contestants, there is no minimum time limit.

Questions

- Questions should be made to the contest director before the decision of the judges is announced as official. The decisions of the contest directors and/or meet officials on these matters are final.

Ranking the Contestants

- If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See 1003 (b).

FAQs about Rules

What do students read for the contest?

The UIL does not prescribe a list of poetry or prose selections for oral reading. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Plays or speeches may not be used as selections. Coaches should revise or reject all selections that in any way fail to meet these qualifications.

- *Grades 4, 5 and 6.* Students shall have a maximum of six minutes to read a selection of poetry. Each selection may be one poem, a cutting of a poem or a combination of poems. The same selection may be read in all rounds, but different selections are permissible. Selections shall be published although the poet may be unknown or anonymous. The maximum time for each presentation is six minutes. There is no minimum time limit.
- *Grades 7, 8 and 9.* Students shall have a maximum of six minutes to read selections of prose or poetry according to the following schedule.
 - 2025-26 –poetry
 - 2026-27- prose
 - 2027- 28- poetry
- Each may be a single reading, a cutting from a longer selection or a combination of several selections. The same selection may be read in all rounds, but different selections are permissible. Selections shall be published although the author may be unknown or anonymous. Prose readings may include fables, yarns, tales, science fiction, fantasy, mysteries, etc. Selections may be fiction or nonfiction. The maximum time for each presentation is six minutes. There is no minimum time limit.

FAQs about Rules (cont.)

How many speaking events may a student enter at the district meet?

A student may enter a maximum of two of the following speaking events: Impromptu Speaking, Modern Oratory, Oral Reading.

May a student be coached during the event?

No speaker may be coached or prompted in any manner during the delivery of the selection.

Do students read their selection?

Yes. Students shall read their selection from a manuscript. It is suggested that the selection be held in a simple, dark-colored folder or small notebook that does not draw attention to itself. The manuscript must be in printed form; electronic devices are not allowed in Oral Reading.

Are introductions and transitions required?

Introductions and transitions are not required but are permitted (and may be helpful to the judges). The introduction and transitions shall be delivered within the six minute time limit. The main emphasis should be on the individual selection or selections of prose or poetry.

Are costumes and props permitted?

No. Contestants may not use costumes or props in this contest.

May students act out their selection?

Responsive use of the body (i.e. spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:

- (A) be appropriate to the demands of the selection;
- (B) be a natural outgrowth from the literature to be performed; and
- (C) be limited in scope.

** The judge's opinion in this matter is final. Coaches are encouraged to prepare contestants for the fact that judges will apply their own opinions to what they value in style and delivery and these opinions will vary from judge to judge.*

How many contest rooms are necessary?

Ask the contest director how many divisions there will be in the contest. Include one room for each preliminary section.

May districts create sections larger than eight students?

No. The largest section is eight students.

Suggested Sources

There is no required list for Oral Reading. Selections must be published although the author may be unknown or anonymous. The following list is provided only as a springboard for ideas. There are countless examples of quality literature that is age-appropriate for students in oral reading. One of the benefits and much of the fun of participating in oral reading is exploring literature to find a selection you love and want to share with others. Happy hunting!

Poetry

- Aiken, Conrad, *Cats and Bats and Things with Wings*
- Arbuthnot, Mary Hill, *The Arbuthnot Anthology; A Time for Poetry* (with Shelton L. Root, Jr.)
- Benet, Stephen Vincent, "Nightmare Number Three"
- Bennett, Rowena Bastin, *Songs from Around a Toadstool Table*
- Berry, James, ed., *Classic Poems To Read Aloud*
- Bissett, Donald J., *Poems and Verses about the City, Poems and Verses to Begin On*
- Bradbury, Ray, "I was the Last, the Very Last"
- Brecht, Bertolt, "The Children's Crusade"
- Brooks, Gwendolyn, *Bronzeville Boys and Girls; "The Life of Lincoln West"*
- Cammaerts, Emile, *The Poetry of Nonsense*
- Candill, Rebecca, *A Pocketful of Crickets*
- Carroll, J.A. & Wilson, E.E. compilers, *Poetry After Lunch*
- Carroll, Lewis, "The Walrus and the Carpenter"
- Ciardi, John, *The Reason for the Pelican; Someone Could Win a Polar Bear; You Know Who; You Read to Me, I'll Read to You*
- Coatsworth, Elizabeth, *Poems; Summer Green; Down Half the World; Peaceable Kingdom and Other Poems*
- Cullum, Albert, *The Geranium on the Windowsill Just Died But Teacher You Went Right On; You Think Just Because You're Big, You're Right*
- Dahl, Roald, *Revolting Rhymes*
- Dakos, Kalli, *Don't Read this Book Whatever You Do; If You're Not Here, Please Raise Your Hand*
- de la Mare, Walter, *Peacock Pie*
- Dicky, James, "Tucky the Hunter"
- Dr. Seuss, Many books
- Dunning, Stephen, Edward Lueders, and Hugh Smith, eds., *Reflections on a Gift of Watermelon Pickle*
- Eliot, T.S., *Old Possum's Book of Practical Cats*
- Fadiman, Clinton, ed. *The World Treasury of Children's Literature* (3 volumes)
- Field, Rachael, *Poems; Taxis and Toadstools*
- Fields, James Thomas, "The Owl Critic"
- Frost, Francis, *The Little Whistler*
- Frost, Robert, *You Came, Too: Favorite Poems for All Ages.*
- Fyleman, Rose, *Fairies and Chimneys*
- Giovanni, Nikki, *Ego-Tripping and Other Poems for Young People*
- Glenn, Mel, *Class Dismissed; Class Dismissed II*
- Graham, Al, "Casey's Daughter at the Bat"
- Greenfield, Eloise, *Honey, I Love and Other Love Poems*
- Hader, Berta and Elmer, *Snow in the City*
- Harbaugh, Thomas Charles, "Trouble in the Amen Corner"
- Hubbell, Patricia, *The Apple Vendor's Fair*
- Hughes, Langston, *Don't You Turn Back*
- Kay, Helen, *City Spring*
- Klein, Gerda, *The Blue Rose*
- Kuskin, Karla, *Dogs and Dragons, Trees and Dreams*
- Lansky, Bruce, *The New Adventures of Mother Goose*, and other books of poems
- Lenski, Lois, *The Life I Live*
- Lewis, Richard, ed., *Miracles*
- Livingston, Myra Cohn, *Sky Songs*
- McCloskey, Robert, *Time of Wonder*
- McGinley, Phyllis, *Merry Christmas, Happy New Year* (contains some prose)
- McNaughton, Colin, *Who's Been Sleeping in My Porridge?*
- Merriam, Eve, *Boys and Girls, Girls and Boys; Catch a Little Rhyme; Finding a Poem; The Inner City Mother Goose; It Doesn't Always Have to Rhyme; Rainbow Writing; There is No Rhyme for Silver*, "Inside a Poem"
- Milne, A.A., "Blinker"
- Moss, Jeff, *The Butterfly Jar*
- Nash, Ogden, *A Boy is a Boy*, "Custard the Dragon"
- Noyes, A., "The Highwayman"
- Plath, Sylvia, "Beds"
- Prelutsky, Jack, *The New Kid on the Block; Snop on the Sidewalk*
- Sandburg, Carl, *Early Moon* & other poems
- Service, Robert, "The Pencil Seller"
- Silverstein, Shel, *A Light in the Attic; Falling Up; Where the Sidewalk Ends*

- Smith, William J., *Typewriter Town*
- Soto, Gary, *Canto Familiar*
- Stein, Gertrude, *The World is Round*
- Tresselt, Alvin, *Sun Up*

Prose

- Baum, Frank, *The Wizard of Oz*
- Bloomingdale, Teresa, *Murphy Must Have Been a Mother* & other stories
- Blume, Judy, *Books*
- Bombeck, Erma, *Stories*
- Bradbury, Ray, *Stories*
- Brown, Rita Mae, *Six of One*
- Brown, Virginia, *Who Cares*
- Byars, Betsy, *The Summer of Swans* & other books
- Canfield, Jack, *Chicken Soup for the Teenage Soul* & others
- Carroll, Lewis, *Alice in Wonderland; Through the Looking Glass*
- Cisneros, Sandra, *Stories about growing up*
- Cleary, Beverly, *Books*
- Clymer, Eleanor, *The Big Pile of Dirt*
- Collier, Christopher & James, *My Brother Sam is Dead* & other books (history & historical fiction)
- Conford, Ellen, *If This is Love, I'll Take Spaghetti*
- Cooney, Barbara, "Three Cheesecakes and a Coffee"
- Cooney, Caroline, *Drivers Ed; Goddess of Yesterday* & others
- Crutcher, Chris, *Athletic Shorts*
- Dahl, Roald, *Short stories or novels*
- Danziger, Paula, *The Cat Ate My Gymsuit* & other stories
- DiCamillo, Kate, *The Tale of Despereaux; Because of Winn-Dixie*
- Dolson, Hildegard, "How Beautiful with Mud"
- Dr. Seuss, *500 Hats of Bartholomew Cubbins, Butter Battle Book*
- Ephron, Delia, *Funny Sauce; How to Eat Like a Child (and Other Lessons in Not Being a Grownup)*
- Faulkner, William, *The Wishing Tree*
- Fleming, Ian, *Chitty-Chitty-Bang-Bang*
- Gag, Wanda, *Millions of Cats*
- Gilbert, Sarah, *League of their Own*
- Grahame, Kenneth, *Wind in the Willows*
- Henry, O., *Stories*
- Hinton, S. E., *Tex*
- Jackson, Shirley, *Stories*
- Kipling, Rudyard, *The Jungle Book; Just So Stories*, "The Elephant's Child"
- Lang, Andrew, "The Six Sillies"
- Lawson, Robert, *Ben and Me*
- Lee, Harper, *To Kill a Mockingbird* (some scenes)
- Lewis, C.S., *The Lion, the Witch and the Wardrobe*
- Lewis, Richard, ed., *Journeys: Prose by Children of the English Speaking World*
- Lindgren, Astrid, *Pippi Longstocking*
- MacIntosh, Prudence, *Any stories*
- McManus, Patrick, "Tenner Shoes"
- Milne, A.A., *The House at Pooh Corner; Winnie the Pooh*
- O'Connor, Frank, "First Confession"
- O'Hara, Mary, *My Friend Flicka*
- Osborne, Mary Pope, the *Magic Treehouse* books
- Peck, Richard, *A Long Way from Chicago; A Year Down Yonder*
- Pintauro, Joseph, *One Circus, Three Rings, Forever and Ever Hooray*
- Saki, "The Storyteller"
- Sandburg, Carl, *Abe Lincoln Grown Up; Rootabaga Pigeons; Rootabaga Stories*
- Sendak, Maurice, *Where the Wild Things Are*
- Silverstein, Shel, *Lafcadio; The Lion Who Shot Back; The Giving Tree*
- Singer, Isaac B., *Tales for Children*
- Slobodkin, Louis, *The Amiable Giant*
- Soto, Gary, *Summer on Wheels* and other stories and novels
- Spryi, Johanna, *Heidi*
- Thurber, James, *Stories*
- Tolkien, J.R.R., *The Hobbit*
- Travers, P.L., *Mary Poppins*
- Twain, Mark, *Novels or short stories*
- Weik, Mary Harp, *The Jazz Man*
- White, E.B., *Charlotte's Web; Stuart Little; The Trumpet of the Swan*
- Wilder, Laura Ingalls, *Little House* books
- Zion, Gene, *Harry by the Sea*
- Zipes, Jack, ed., *The Outspoken Princess and the Gentle Knight: A Treasury of Modern Fairy Tales*

Links to numerous lists of award winning literature for children and young adults are available on the [UIL web site](#).



Oral Reading EVALUATION SHEET

INSTRUCTIONS

Please read from the *Constitution and Contest Rules* the instructions for evaluating the performances of the Oral Reading contestants. This evaluation criteria has been developed to feature each element of the oral reading situation: the text, the performer, the audience and the combination of all of these – the performance. The questions will overlap, but your comments will be valuable and instructional if you can address each area. You may continue your comments on the back. Please make your comments using language understandable to the contestant. Students and instructors appreciate specific and constructive comments. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility.

Speaker Number _____

Speaker Name _____

Section _____

Selection _____

TEXT

Did the performer understand and recreate the speaker or narrator in the selection? Who is talking and why? Did the performer understand and recreate the scene in the selection? Where and when is the speaker/narrator talking and why? Did the performer understand and recreate the situation in the selection? What is happening?

PERFORMER

Was the performer in control of the performance situation? Did the performer adequately reflect the mood of the selection?

AUDIENCE

Introductions and transitions are optional. If presented, did the performer prepare you to listen to the selection? Was the reading memorable to you? Was the meaning of the selection clear to you?

PERFORMANCE

Was the climax(es) of the selection evident in the performance? Did pacing, pauses and builds seem appropriate? Were characters distinctly portrayed vocally, physically, emotionally, intellectually? Did the performance capture and communicate the essence of the literary work? Was it effective?

Judge's signature _____



JUDGE'S MASTER BALLOT

CIRCLE EVENT: Impromptu Speaking Modern Oratory Oral Reading Storytelling

INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

DISTRICT _____ **SECTION** _____

GRADE LEVEL _____ **ROUND** Prelims Finals

| SPEAKER NUMBER | NAME | TITLE | JUDGE RANK |
|----------------|-------|-------|------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |

Judge's signature _____

MAKE A COPY OF THIS FORM FOR EACH JUDGE



Contest Director's Ranking Sheet for a panel of judges in speaking events

EVENT _____

SECTION I II III IV FINALS

BEFORE RANKING, CHECK THE FOLLOWING

- Evaluation sheets have ranks Speaker order Length of presentation

CRITERIA FOR DETERMINING PLACES AND BREAKING TIES

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

NOTES

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

| Speaker Number | Judge I | Judge 2 | Judge 3 | Totals | Preference* | Decimal Value* | Rank |
|----------------|---------|---------|---------|--------|-------------|----------------|------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

* Judges' preference and decimal values are used only to break ties.

Ready Writing

Texas puts great emphasis on writing skills at all levels of school and all levels of state-wide testing. Ready writing builds those skills and helps students refine their writing abilities. In particular, this contest helps them learn to write a clear and correct paper that is interesting and original.

Section 1462:

READY WRITING

(a) THE CONTEST.

(1) Summary. Texas has put a great emphasis on writing skills at all levels of school and all levels of statewide testing. Ready Writing builds upon those skills and helps students refine their writing abilities. In particular, this contest helps them learn to write clearly and correctly a paper that is interesting and original.

(2) Contest Format. Contestants are given a choice between two prompts, each of which defines the audience and provides the purpose for writing. Students should be encouraged to analyze the prompts for purpose, format, audience and point of view. The format may be, for example, a letter, an article for the newspaper or an essay for the principal. Various writing strategies may be stated or implied in the prompt. Some of these include:

- (A) description to inform – describe the happening or person/object from imagination or memory;
- (B) narration – write a story;
- (C) persuasion – describe and argue just one side of an issue; describe both sides of an issue then argue only one side; write an editorial; write a letter to persuade, etc.

There is no minimum or maximum number of words the contestants may write. Two hours are allowed for writing the composition. The District Executive Committee may shorten the length of the contest period to conform to the needs of the grade level.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest

procedures.

(3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

(4) Team Competition. There is no team competition in this contest.

(c) CONTEST ADMINISTRATION.

(1) Personnel.

(A) Contest Director. The contest director may be the coach of a participating student. A single or an odd number of judges should be selected. Judge(s) shall not be coaches of participating students.

(2) Options for Writing. Contestants may hand-write their essays or may bring and use their own computers. If contestants choose to use their own computers, they shall bring their own printers, associated hardware, software and paper. Spell check and thesaurus functions may be used. Students who opt to compose their entries on computers accept the risk of computer malfunction. In case of computer malfunction, the contestant may use the remaining allotted time to complete the composition in handwriting. Contestants may use electronic or printed dictionaries and thesauruses.

(3) Viewing Period. An optional period of time not to exceed 15 minutes may be arranged for coaches and contestants to review their own evaluations and compositions, and verify identification.

(4) Ties and Points. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).

(5) Official Results. After the optional viewing period has ended and all compositions have been collected, the contest director shall announce the official winners. Official results, once announced, are final.

(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Ready Writing grade level divisions= 3/4, 5/6, and 7/8

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Ready Writing & Creative Writing Handbook](#)
- [Prompts from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

Before the contest begins, coaches may assist with putting contestant numbers on students' blank paper if necessary. Inform contestants and coaches of the time and place of the viewing period, if one is scheduled. A verification period is strongly encouraged not to exceed 15 minutes to review evaluations and compositions and verify identification (not to question judge decisions). Spectators and coaches not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

- (1) *Call roll (if necessary).*
- (2) **Say: “This is the UIL Ready Writing event. Write or type your contestant number in the upper right hand corner of your blank writing paper.”**
- (3) *After all students have written their contestant number, Say: “Contestants may use ruled or plain white paper, standard notebook or typing paper to hand-write their essays. The essay should be written on one side in pencil or ink, or typed on a word processing computer using any standard size font and one-inch margins on regular sized computer paper.”*
- (4) *Then, Say “Now, I am going to pass out the Ready Writing topic sheet. Do not turn it over until I tell you to do so.”*
- (5) *After all students have received a prompt sheet, Say: “Now, you may turn over your topic sheet. I will read the two prompts aloud.”*
- (6) *Read the two prompts aloud.*
- (7) *Then, Say “Select only one topic for your paper. Write the topic you have chosen about two inches below the top of your first page, and begin the body of your composition below the topic. Do not include your name or name of your school on your paper. Papers will be identified by numbers assigned by the contest director. You may use the instruction and prompt page for notes or ideas. You will have _____ (up to 2 hours is allowed) to write the paper. I will let you know when only 15 minutes remain. You may now begin writing.”*
- (8) *When 15 minutes remain, Say: “You now have 15 minutes to finish your story.”*
- (9) *After the writing period is over, Say: “It is now time to stop writing. Please put your writing utensil down, press “print” if you typed your paper, and I will collect your contest material.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of three divisions (third/fourth, fifth/sixth, seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with a list of winners and their schools and the number of contestants. The director may appoint an assistant director.
- *Judges.* A single or an odd number panel of judges should be familiar with the instructions for judging and the contest rules. They should be qualified and impartial. The contest director may recruit as many judges as necessary.

Contest Material Overview

- *Provided by UIL-* Prompts and evaluation sheets, Judges' ballots, Instructions for the Judges, Contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Student or School-*Blank paper (ruled or plain white)
- *Other-* Contestants may use a standard thesaurus and dictionary during the contest

FAQs about Rules

How many sets of material are available?

The UIL will make available one set of prompts for invitational meets, one for fall/winter district meets and one for spring district meets. One set of prompts will be provided for grades 3 and 4; another set of prompts for 5 and 6, and a third set of prompts for grades 7 and 8.

How much time does the contest require?

Two hours are allowed for writing the composition. The district executive committee may shorten the length of the contest period to conform to the needs of the grade level.

Judging/Scoring Rules

Criteria for Judging: The composition is judged on interest (50%), organization (35%) and correctness of style (15%).

(A) Interest depends primarily upon substance, i.e., having something to say that is worth saying because of its acuteness of analysis and its originality of thought. It depends next upon clarity and upon including specific details and examples which individualize the writing as an outgrowth of the writer's character and experience.

(B) The plan of the whole composition should be such that each part contributes to an understanding of the writer's main idea or thesis. No part should be misleading or unrelated to that thesis. The organization of each paragraph should be directed to the logical and full development of one idea.

(C) Correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word use that hinder clear communication.

Briefing Judges: Prior to the contest, the director should discuss thoroughly with judges the criteria for evaluating the compositions.

Ranking Stories: Judges should read the compositions and without marking on the papers, rank them in the order of their excellence: 1, 2, 3, 4, etc. The judges should discuss the compositions contending for rank, and may alter their decisions as a result of discussion. Judges are to reach a consensus on the rankings.

Preparing Critiques: Judges should prepare comments for each entry on the Ready Writing Individual Evaluation Sheets.

Points: Points are awarded through sixth place. See Section 1408 (i).

Ready Writing Sample Topics

INSTRUCTIONS

Choose one of the following topics. Write the topic you have chosen at the top of your paper. You should also include an original, creative title for your paper.. Remember you should not use your real name or that of your school in the composition.

THIRD AND FOURTH GRADES

Topic: What I Learned Think about something you learned in the last year that has impacted your life. Write an essay explaining what you learned and how it has impacted you.

Topic: Lost Puppy Write a story about a puppy who wanders off and gets lost. You may be as creative as you would like.

FIFTH AND SIXTH GRADES

Topic: Personal Airplane Pretend that you had your own airplane and could travel anywhere you wanted. Write a story about where you would go being as creative as you would like.

Topic: Favorite Hobby Think about your favorite hobbies. Write an essay explaining what your favorite hobby is and how it impacts your life.

SEVENTH AND EIGHTH GRADES

Topic: Core Values Think about your core values. Write an essay explaining two or three of them and how they impact your life.

Topic: Eagerness Create a story about a person's eagerness leading them to trouble. You may be as creative as you

These sample topics were taken from 2024-2025 tests.

Contestant Number _____

Contestant Name _____
(to be filled in after judging)

**UIL A+ Ready Writing Evaluation Sheet
Elementary, Middle School, and Junior High**

INSTRUCTIONS

Judges should read the prompts that are given to the contestants. They should also read "Instructions for the Judges" for Ready Writing before evaluating contestants' papers. The compositions are to be evaluated as to relative excellence in interest (50%), organization (35%) and correctness of style (15%). While judges are to consider all three elements in selecting the most effective compositions, they should weigh interest more than organization and organization more than correctness of style.

TITLE OF COMPOSITION _____

CONSTRUCTIVE COMMENTS FOR THE CONTESTANT INCLUDING STRENGTHS:

AREAS NEEDING IMPROVEMENT:

Judge's signature _____



A+ Ready Writing

for Elementary, Middle School, and Junior High

Instructions for the Judges

Instructions

At some convenient time before the contest begins, the director shall discuss with the judges the criteria for evaluating the stories, making sure that they all have the same conception of those criteria and understand the relative importance to be accorded each. Each judge shall be given a copy of the evaluation sheet provided by the UIL. Judges should also read the Ready Writing topic sheets the contestants were given.

Criteria

The essays are to be evaluated as to relative excellence in interest (50%), organization (35%), and correctness of style (15%). Please make comments constructive and supportive. While judges are to consider all three elements in selecting the most effective stories, more weight should be given to interest than to organization, and to organization more than to correctness of style.

- (A) Interest depends primarily on perceptive ideas. It depends next upon originality and including specific examples, which individualize the story as an outgrowth of the writer's voice. The effectiveness of the title is also considered.
- (B) A well-organized paper or story will present a clear response to the prompt with well-developed, focused paragraphs. For expository prompts, the student could incorporate a thesis statement. For narrative prompts, the student could incorporate plot points and/or character development. The use of transitions will also be examined as well as the effectiveness of support for the student's response to the prompt. As a whole, the composition should be considered for clarity.
- (C) Grammatical correctness of style includes an examination of punctuation, sentence structure, grammar, word usage, and spelling.

Completing Evaluation Sheets

Before the results are announced, the judges shall prepare a written evaluation of each essay stating its strengths and areas that could be improved. Comments need not be long, but they should be specific rather than general.

Rating the compositions

Judges should read the essays submitted and without marking on the essays, rank the essays in order of excellence: 1, 2, 3, 4, etc. Comments should be made on the evaluation sheets provided. The judges shall discuss the essays contending for a place, being permitted to alter their rankings as a result of the discussion. Judges are to reach a consensus on the rankings. There can be no ties in this contest.

Science

Emphasis for the science contest will be placed on knowledge of scientific fact, understanding of scientific principles and the ability to think through scientific problems. The contest is designed to test not only memory but the ability to think critically about science and science concepts.

Section 1466:

SCIENCE

(a) THE CONTEST.

(1) Summary. Emphasis for the Science contest will be placed on knowledge of scientific fact, understanding of scientific principles and the ability to think through scientific problems. The contests are designed to test not only memory but the ability to think critically about science and scientific processes and concepts. Such concepts include, but are not limited to: matter and energy, equilibrium, force and motion, physical and chemical properties, the relationship between organisms and the environment, the components of our solar system, the composition of matter and genetics. The contest will build upon the vast body of changing and increasing knowledge described by physical, mathematical and conceptual models.

(2) Contest Format. Each test will consist of approximately 50 objective questions that will be taken primarily from current state-adopted science textbooks and the curriculum. Forty-five minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each grade level or combined grade level divisions as specified in official contest procedures.

(3) Individual Competition. Each participant school may enter as many as three contestants per division in the district meet.

(4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

(1) Personnel. All personnel in this contest may be coaches of participating students.

(2) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.

(3) Ties and Points. Ties shall not be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third, etc. Points are awarded as specified in Section 1408 (h)(2).

(4) Official Results. After the verification period has ended and all test papers and answer sheets have been collected, the contest director shall announce the official results. Official results, once announced, are final.

(5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Science
grade level
division=
6-8**

Practice & Preparation

- [Free Junior High Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets, test booklets, and call roll (if necessary).*
- (3) **Then, Say: “This is the UIL Science test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”**
- (4) *After all students have written their contestant number and circled their grade level, Say: “All answers should be recorded on your answer sheet. You may use blank scratch paper during this test. You will have 45 minutes to take the test, and I will give you a 15 minute warning before time is up. You may now open your test booklet and begin taking your test.”*
- (5) *After 30 minutes, Say “You now have fifteen minutes to finish your test.”*
- (6) *After 15 minutes, Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet, test booklet, and scratch paper.”*

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

Sample Science Test Questions

UNIVERSITY INTERSCHOLASTIC LEAGUE 2024-2025 A+ SCIENCE FALL/WINTER TEST

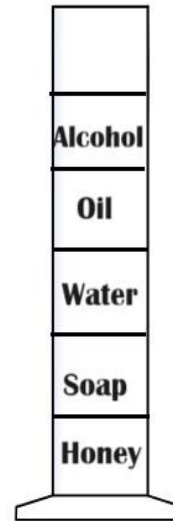
- Which of the following can be classified as a compound?
 - Sand
 - Dirt
 - Silver ring
 - Hydrogen peroxide
- What happens to the kinetic energy of atoms in a liquid as it is heated and how does the motion of the atoms differ?
 - Atoms begin to move faster, spread out, and becomes a gas
 - Atoms begin to move slower, condense, and becomes plasma
 - Atoms begin to move slower, spread out, and take a solid form
 - Atoms begin to move faster, condense, and become a solid
- Seasons bring changes in weather. Which most likely explains why summers in most parts of the world are hotter than other times of the year?
 - The earth's rotation is closer to the sun
 - The sun's rays shine directly on the earth
 - The earth's revolution is unstable
 - The earth tilts away from the sun
- Which of the following is NOT used to determine if a substance is a mixture or a pure substance?
 - Separating chemically
 - Filtering
 - Evaporating
 - Separating physically
- Which statement does NOT show an example of potential energy?
 - Jumping on a pogo stick
 - Pulling an arrow back to launch it from a bow
 - Skateboard rolling down a sidewalk
 - Ball sitting at the top of a hill

| | | | | | | | | | | | | | | | | | | | |
|----------|---------|---------|-------------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----|---|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 8 | Group 9 | Group 10 | Group 11 | Group 12 | Group 13 | Group 14 | Group 15 | Group 16 | Group 17 | Group 18 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 15 | 16 | 17 | 18 | | |
| Period 1 | H | He | | | | | | | | | | | | | | | | | |
| Period 2 | Li | Be | | | | | | | | | | | C | N | O | F | Ne | | |
| Period 3 | Na | Mg | | | | | | | | | | | Si | P | S | Cl | Ar | | |
| Period 4 | 1 | K | Ca | Sc | Ti | V | Cr | Mn | Fe | Co | Ni | Cu | Zn | Ga | Ge | As | Se | Br | 5 |
| Period 5 | Rb | Sr | Y | Zr | Nb | Mo | Tc | Ru | Rh | Pd | Ag | Cd | In | Sn | Sb | Te | I | Xe | |
| Period 6 | Cs | Ba | | Hf | Ta | W | Re | Os | Ir | Pt | Au | Hg | Tl | Pb | Bi | Po | At | Rn | |
| Period 7 | Fr | Ra | | Rf | Db | Sg | Bh | Hs | Mt | Ds | Rg | Cn | Nh | Fl | Mc | Lv | Ts | Og | |
| | | | Lanthanides | | | | | | | | | | | | | | | | |
| | | | La | Ce | Pr | Nd | Pm | Sm | 2 | Gd | Tb | Dy | Ho | Er | Tm | Yb | Lu | | |
| | | | Actinides | | | | | | | | | | | | | | | | |
| | | | Ac | Th | Pa | U | Np | Pu | Am | Cm | Bk | Cf | Es | Fm | Md | No | Lr | | |

- Which elements on the periodic table are metallic, normally found in small quantities and mixed with other elements?
 - 1
 - 2
 - 3
 - 4

7. Which is NOT a part of the geosphere?
- a. Molten magma
 - b. Sand
 - c. Fossils
 - d. Air

8. Students created a density column as shown. Which of the following statements is incorrect?
- a. Water is less dense than alcohol
 - b. Honey is the most dense
 - c. Alcohol is less dense than oil
 - d. Soap is denser than water



9. A local school installed several solar panels to help provide electrical energy for the school. During which time period would the school not have a large electric bill?
- a. Cold, cloud winter month
 - b. Rainy, warm month in autumn
 - c. Cold, rainy spring month
 - d. Hot, dry summer month

10. A child is playing on a see saw at the playground. What contact force acts to make the see saw move?
- a. Normal force
 - b. Applied force
 - c. Gravity
 - d. Friction

11. A student placed a birdfeeder in their backyard. Very few birds were seen during the winter months compared to the spring months. Which most likely explains these observations?
- a. The bird migrated
 - b. The birds hibernated
 - c. The birds ate berries
 - d. The birds were building nests

12. A tennis ball hits a racket with 50 N of force. What is the force and direction exerted by the ball on the racket?
- a. 100 N in the same direction
 - b. 100 N in the opposite direction
 - c. 50 N in the opposite direction
 - d. 50 N in the same direction

13. Which is NOT an interaction that illustrates a commensalistic relationship?
- a. Tree frogs and plants
 - b. Egrets and cattle
 - c. Pseudoscorpions and beetles
 - d. Bats and pitcher plants

Actual Science tests include approximately 50 multiple choice questions.

Answer Key

- 1. D
- 2. A
- 3. B
- 4. A
- 5. C
- 6. B
- 7. D
- 8. A
- 9. D
- 10. B
- 11. A
- 12. C
- 13. D

Social Studies

This contest is designed to encourage students to expand their knowledge of social studies, particularly in the areas of history, government systems, economics, citizenship and culture. Students will be given an objective test containing approximately 40 questions which must be answered in 30 minutes. The contest consists of two divisions, one for grades 5 and 6 and one for grades 7 and 8.

Note: New contest study outlines and primary source documents are available on the [UIL web site](#).

Section 1468: SOCIAL STUDIES

(a) THE CONTEST.

- (1) Summary. This contest is designed to encourage students to expand their knowledge of social studies, particularly in the areas of history, government systems, economics, citizenship and culture. Subject matter used for the test will be taken from currently adopted social studies textbooks and identified primary sources.
- (2) Contest Format. Students will be given an objective test containing approximately 40 questions. Thirty minutes will be allotted for the testing period exclusive of time required for instructions.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

- (4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. All personnel in this contest may be coaches of participating students.
- (2) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decision shall be final.
- (3) Ties and Points. No ties are to be broken. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i).
- (4) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.
- (5) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Social
Studies
grade level
divisions=
5/6 and 7/8**

Practice & Preparation

- [Free Study Materials Booklets](#)
- [Free Practice Tests from previous years](#)
- [Independent Vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Distribute answer sheets, test booklets, and call roll (if necessary).*
- (3) *The contest director will now, **Say: “This is the UIL Social Studies test. Write your contestant number in the upper right corner of the test booklet and answer sheet, and circle your correct grade level. Do not open your test booklet until I tell you to do so.”***
- (4) *After all students have written their contestant number and circled their grade level, **Say: “All answers should be recorded on your answer sheet. You will have 30 minutes to take the test. You may now open your test booklet and begin taking your test.”***
- (5) *Allow students 30 minutes to take the test.*
- (6) *After 30 minutes, **Say: “Please put your pen or pencil down and stop taking the test. I will now collect your answer sheet and test booklet.”***

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

- This contest will consist of two divisions (fifth/sixth and seventh/ eighth) unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with each contestants's score, a list of individual and team winners, and the number of contestants participating. The director may appoint an assistant director.
- *Timekeeper.* The contest director or assistant will serve as the official timekeeper and will give only a start and stop signal.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* Tests, Answer key, Answer sheets, Contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the School or Student-* Pencils and/or pens
- *Other-* No other materials or notes may be used in the contest.

Grading/Scoring Rules

- **Criteria:** The test is graded objectively.
- **Briefing Graders:** Brief graders on the procedure to be used for grading and explain the scoring process.
- **Scoring:** Each test should be independently scored twice, and papers contending to place should be scored a third time. **Award three points for each correct answer. Deduct two points for each incorrect answer. No points are added or deducted for questions that are not answered.**

FAQ about Rules

How long does the contest last?

Contestants will be given 30 minutes to answer the test questions.

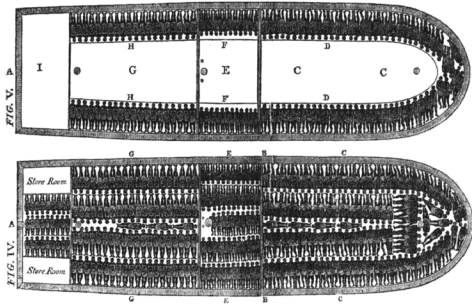
Sample Social Studies Questions for 5 and 6

UNIVERSITY INTERSCHOLASTIC LEAGUE 2024-25 A+ SOCIAL STUDIES FALL/WINTER DISTRICT TEST – GRADES 5 & 6

These sample test questions are taken from the 2024-2025 Fall/Winter District tests. Actual tests include approximately 40 questions.

5/6
Answer
Key
1. D
2. B
3. B
4. B
5. A
6. B

- Without the ability of colonists to have _____, it would have been difficult for a free enterprise system to take root.
A. religious freedom
B. freedom of the press
C. representative government
D. private property
- The city of New Orleans was founded by the _____ in 1718 and became a major port at the mouth of the Mississippi River.
A. Spanish
B. French
C. British
D. Swiss



- The Trans-Atlantic slave trade enslaved Africans and forced them to migrate mainly to _____.
A. British North America
B. the Caribbean and Brazil
C. French North America
D. Europe
- The plantation system that used large amounts of enslaved people to operate, generally existed in the _____ region of British colonies.
A. mountainous
B. southern
C. western
D. driest

Types of Governments

- Theocracy
- Oligarchy
- Absolute Monarchy

- All of the items listed above are examples of _____ governments.
A. unlimited
B. representative
C. communist
D. limited
- Taking care of yourself and accepting responsibility for your actions are examples of _____.
A. political rights
B. personal responsibilities
C. economic responsibilities
D. civic rights

Sample Social Studies Questions for 7 and 8

UNIVERSITY INTERSCHOLASTIC LEAGUE 2024-25 A+ SOCIAL STUDIES FALL/WINTER DISTRICT TEST – GRADES 7 & 8

These sample test questions are taken from the 2024-2025 Fall/Winter District test. Actual tests include approximately 40 questions.

1. Based on a study of census data, _____ was determined to be the most ethnically diverse city in the United States in 2015.
- | | |
|------------|----------------|
| A. Houston | C. San Antonio |
| B. El Paso | D. Fort Worth |

2. When French explorer _____ established Fort St. Louis in the region of Texas, the Spanish decided to renew their own colonization efforts.
- | |
|--|
| A. Jacques Cartier |
| B. René-Robert Cavelier, Sieur de La Salle |
| C. Samuel de Champlain |
| D. Hernán Cortés |

“...the enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.”

3. The _____ Amendment, quoted above, guarantees the protection of rights beyond those that are specifically listed in the Constitution.
- | | |
|--------|---------|
| A. 9th | C. 6th |
| B. 3rd | D. 10th |

4. _____ serves as the current Lieutenant Governor of Texas.
- | | |
|----------------|-------------------|
| A. Greg Abbott | C. George P. Bush |
| B. Dan Patrick | D. Jane Nelson |

5. Language, ethnicity, age, and standards of living are examples of the _____ of an area.
- | | |
|-----------------------------|---------------------------------|
| A. physical characteristics | C. human characteristics |
| B. economic characteristics | D. governmental characteristics |

6. The _____ was a document written by settlers of the Plymouth colony in 1620 as an agreement to establish a government supported by the people.
- | | |
|--------------------------------------|-----------------------------|
| A. Mayflower Compact | C. Charter of Establishment |
| B. Fundamental Orders of Connecticut | D. Social Contract |

7. The _____ all deal with rights of the accused.
- | | |
|---|--|
| A. Bill of Rights | C. 13 th , 14 th , and 15 th Amendments |
| B. 4 th , 5 th , and 6 th Amendments | D. Articles of the Constitution |

8. A group of German immigrants helped establish _____ in 1845 and began expanding the settlement to allow for more immigration.
- | | |
|------------------|----------------|
| A. New Braunfels | C. Nacogdoches |
| B. Austin | D. Amarillo |

**7/8
Answer
Key
1. A
2. B
3. A
4. B
5. C
6. A
7. B
8. A**

FOR GRADER USE ONLY

Score Test Below:

_____ Initials _____

_____ Initials _____

Papers contending to place:

_____ Initials _____



**University Interscholastic League
A+ Social Studies Contest • Answer Sheet**

Write your contestant number in the upper right corner, and circle your grade below.

Circle Grade Level: 5 6 7 8

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 1. | A | B | C | D | 21. | A | B | C | D |
| 2. | A | B | C | D | 22. | A | B | C | D |
| 3. | A | B | C | D | 23. | A | B | C | D |
| 4. | A | B | C | D | 24. | A | B | C | D |
| 5. | A | B | C | D | 25. | A | B | C | D |
| 6. | A | B | C | D | 26. | A | B | C | D |
| 7. | A | B | C | D | 27. | A | B | C | D |
| 8. | A | B | C | D | 28. | A | B | C | D |
| 9. | A | B | C | D | 29. | A | B | C | D |
| 10. | A | B | C | D | 30. | A | B | C | D |
| 11. | A | B | C | D | 31. | A | B | C | D |
| 12. | A | B | C | D | 32. | A | B | C | D |
| 13. | A | B | C | D | 33. | A | B | C | D |
| 14. | A | B | C | D | 34. | A | B | C | D |
| 15. | A | B | C | D | 35. | A | B | C | D |
| 16. | A | B | C | D | 36. | A | B | C | D |
| 17. | A | B | C | D | 37. | A | B | C | D |
| 18. | A | B | C | D | 38. | A | B | C | D |
| 19. | A | B | C | D | 39. | A | B | C | D |
| 20. | A | B | C | D | 40. | A | B | C | D |

Spelling

The spelling contest is designed to expose students to a wide variety of vocabulary words. It is not a contest of memorization. For the most educational value, preparation for this contest should include instruction in the rules of the English language, meanings and definitions, and root words.

Section 1470: SPELLING

(a) THE CONTEST.

(1) Summary. This contest is designed to give students exposure to a wide variety of vocabulary words. It is not a contest of memorization. For the most educational value, preparation for this contest should include instruction in the rules of the English language, meanings and definitions, and root words. In addition to learning to spell proficiently, contestants will learn to write clearly and to capitalize words properly. Words will come from the appropriate UIL spelling list, state adopted textbooks and words of common usage. Approximately 20 percent of the test words will come from sources other than the UIL spelling lists. The source designated in official contest procedures will serve as the authority for all words in the contest.

(2) Contest Format. Students will write down words given by the pronouncer on their paper at a rate of approximately five words per minute.

(A) Grades 3 and 4: 50 words; tie breaker, 15 words.

(B) Grades 5 and 6: 80 words; tie breaker, 20 words.

(C) Grades 7 and 8: 110 words; tie breaker, 30 words.

The tiebreaker is given to all contestants immediately following the initial test.

Contestants who do not take the tiebreaker shall be disqualified.

(b) REPRESENTATION.

(1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Sections 1400 and 1405 may enter this contest.

(2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.

(3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.

(4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants

in each division from a school shall constitute the school's team score. A team shall have three contestants compete to participate in the team competition.

(c) CONTEST ADMINISTRATION.

(1) Personnel. The contest director will be in charge of running the contest and resolving any problems that arise. The director may also serve as the pronouncer as long as he/she is not the coach of any student in the contest. The pronouncer shall not be a coach of any contestant entered in the contest. Responsibilities of the pronouncer are as specified in official contest procedures. Additional required and recommended contest personnel are specified in official contest procedures.

(2) Verification Period. A verification period shall be provided. Unofficial results should be posted. Contestants and coaches should be given no more than 15 minutes to examine their test papers with official keys. Questions should be directed to the contest director, whose decisions shall be final.

(3) Ties and Points. Ties in individual competition are to be broken by scoring the tie breaker test of only those involved in the tie. When calculating team scores, do not include scores from the tie breaker portion of the test unless a tie exists. If a tie exists in team competition, calculate the tie breaker scores for only those teams involved in the tie. If the tie remains after scoring the tie breaker, the tie shall stand. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc. Points are awarded as specified in Section 1408 (i).

(4) Certificates. Students who score 100% in district competition are eligible to receive a Certificate of Achievement. Words misspelled on the tie breaker do not disqualify a student from a certificate.

(5) Official Results. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.

(6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

Note: The A+ Spelling List changes each year, so students need the current list to study.

**Spelling
grade
level
divisions=
3/4, 5/6,
and 7/8**

Practice & Preparation

- [Download the free, current A+ Spelling Booklet](#)
- [Independent vendors](#)

Contest Administration Script

- (1) *Inform contestants and coaches of the time and place of the verification period. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *A contest official will now, **Say: This is the UIL Spelling test. Write your contestant number in the upper right-hand corner of your answer document and circle your grade level.***
- (3) *The pronouncer and verifier will now conduct the contest including the tiebreaker(students who do not take the tiebreaker test shall be disqualified) keeping these points of clarification in mind:*
 - (A) *Homonyms.* The pronouncer should be careful to distinguish between words that sound alike but have different meanings. When pronouncing the word “bass,” be careful to give an example phrase “bass drum,” or “bass voice,” to distinguish it from “base.”
 - (B) *Clarification.* The pronouncer may provide a sentence and/or definition for clarification, if needed.
 - (C) *Verifiers.* Verifiers should be given a copy of the test list and should mark any words for which they question the pronunciation or definition as the test is being dictated.
 - (D) *Verifying Pronunciation.* After each test, when all words have been pronounced, the pronouncer, with the assistance of the verifier, shall verify and clarify any words in question. These words should be repronounced by the pronouncer.
- (4) *After the test and tiebreaker have been given, the pronouncer will either repronounce any word deemed necessary by the verifier or will conclude the contest and collect all answer sheets. After that is complete, the contest official will **Say: “Please put your pen or pencil down. I will now collect your answer sheet.”***

** The script is not mandatory, but it does contain contest rules. The contest official may ad lib as necessary while conducting the contest if the script is used.*

General Contest Information

Contest Grade Divisions

This contest will consist of three divisions – one for grades 3 and 4, one for grades 5 and 6, and one for grades 7 and 8 – unless the district executive committee approves separate divisions for each grade.

Necessary Contest Personnel

- *Contest Director.* The director may appoint an assistant director. Following the contest, provide the meet director with the Contest Roster with each contestant's score, a list of the winners and their schools, and the number of contestants participating.
- *Pronouncer.* The pronouncer shall not be a coach of any contestant entered in the contest. The pronouncer should receive the test and tie breaker well in advance of the contest and should become familiar with the words and verify pronunciations and spellings of all words on the test. The pronouncer should be prepared not only to give two pronunciations of each word (if the word has more than one pronunciation) but also to provide an illustrative sentence for words which offer unusual difficulties.
- *Verifier.* One or two verifiers check the pronunciations and definitions given by the pronouncer.
- *Monitor (Optional).* The monitor shall not be a coach of a contestant in the contest. The monitor's duty is to make certain that contestants work quietly and independently.
- *Graders.* At least three graders should be familiar with the instructions for grading and the contest rules, and they may be coaches. The contest director may recruit more than three graders.

Contest Material Overview

- *Provided by UIL-* List of test and tie breaker words, answer sheets, Contest rosters, Instructions for the pronouncer, grader, verifier and monitor, Certificates of Excellence (for district meets)
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by host school-* Dictionary for the pronouncer, verifiers and graders to use if needed, the current A+ Spelling List
- *Provided by the school or student-* Pens or pencils
- *Other-* No other materials or notes may be used in the contest

Length of Contest

Time should be allotted for introductory information, roll call, for pronouncing each word at a rate of approximately five words per minute, and for pronouncing words a second time, as needed.

- (A) Grades 3 and 4: approximately 30 minutes
- (B) Grades 5 and 6: approximately 45 minutes
- (C) Grades 7 and 8: approximately 60 minutes

Available Sets of Material

One test will be provided for grades 3 and 4, another for grades 5 and 6 and another for grades 7 and 8. For elementary and junior high contests, words will come from the appropriate UIL spelling list, state adopted textbooks and words of common usage. The authority for all words is *Merriam Webster's Intermediate Dictionary*. Approximately 20 percent of the test words will come from sources other than the UIL spelling lists.

All tests should be delivered to the contest director and/or pronouncer well in advance of the contest.

Grading/Scoring Rules

Criteria

- The test is graded objectively.

Briefing Graders

- Brief graders on the procedure to be used for grading and explain the scoring process.

Scoring

- Each test should be independently scored twice, and papers contending to place should be scored a third time. **From the total number of word entries, deduct one point for each incorrectly spelled word.**
 - (A) *Word Order.* Any word omitted by the contestant is a miss. If all contestants omit the same word, the pronouncer is presumed to have failed to have given the word, so the omission by contestants is not considered a miss.
 - (B) *Punctuation and Capitalization.* The misuse of an apostrophe or hyphen, or a mistake in capitalization is considered a miss. Contractions and possessive forms may be written with all letters connected or written separately.
 - (C) *Misspelled Words on List.* Any word misspelled on the spelling list is not to be considered in grading the tests unless a correction has been sent to UIL meet directors.

Points

- Individual points are awarded through sixth place. Team points are awarded through third place. See Section 1408 (i). Tied individuals or teams split the total points equally for the two or more places in which a tie exists.

FAQs about Rules

What if we can't read a student's handwriting?

Contestants may print or write words. If there is a legibility of a letter question, place a blank piece of paper on either side of the letter, separating it from its context and then determine whether the letter can be identified. If two of three graders rule a letter is legible, it should be considered correct.

May a student ask for a word to be repeated or for a sentence for a word?

No. It is the pronouncer's responsibility to decide beforehand which words should include a sentence. Also, the pronouncer and verifier(s) should confer after all words have been pronounced and determine any words that need to be repronounced.

Sample Spelling Test

Before the contest begins, the pronouncer should read the Instruction to the Pronouncer accompanying the list. Also, the pronouncer should watch the numbers in the parentheses and the minute hand of a clock or stopwatch while giving out the words. Numbers not in parentheses are the cumulative total of words pronounced.

Please Note: The **A+ Spelling List** is published each year with a new list of words. Students must have the current **A+ Spelling List** to prepare for the contest.

This test is taken from the 2024-2025 Fall/Winter test for grades 7/8. In the actual test, there are 110 words and also a tie breaker section included, but the format is the same.

Grades 3 and 4
50 words
tiebreaker, 15 words
approximately 30 min.

Grades 5 and 6
80 words
tiebreaker, 20 words
approximately 45 min.

Grades 7 and 8
110 words
tiebreaker, 30 words
approximately 60 min.

University Interscholastic League 2024-2025 Spelling Contest Fall/Winter District Test — Grades 7 & 8

Before the contest begins, the pronouncer should read the *Instructions to the Pronouncer* accompanying this list. Also, the pronouncer should watch the numbers in the parentheses and the minute hand of a clock or stopwatch while giving out the words. Numbers **not** in parentheses are the cumulative total of words pronounced.

| | | | | | |
|-----|--------------|-----|-----|--------------------|------|
| | jokingly | | | meticulous | |
| | equilateral | | | flippancy | |
| | irresistible | | | rheumatism | |
| | clairvoyant | | | friendliness | |
| 5. | inquisitive* | (1) | 30. | succinct* | (6) |
| | obscene | | | equivalence | |
| | enviable | | | Ukrainian | |
| | deteriorate | | | continuance | |
| | immaturity | | | yuletide, Yuletide | |
| 10. | aesthetic* | (2) | 35. | yielding* | (7) |
| | vignette | | | numbness | |
| | decrepit | | | delectable | |
| | minestrone | | | fruition | |
| | honorary | | | lousiest | |
| 15. | maelstrom* | (3) | 40. | buoyant* | (8) |
| | ogle | | | locution | |
| | flirtatious | | | corduroy | |
| | decisive | | | gratis | |
| | jeopardize | | | commodious | |
| 20. | dilemma* | (4) | 45. | eloquent* | (9) |
| | facile | | | orthopedic | |
| | construed | | | colloquial | |
| | nightmarish | | | justification | |
| | enigmatic | | | nitty-gritty | |
| 25. | narcissist* | (5) | 50. | flamboyant* | (10) |

* Denotes word not on the 2024-2025 spelling list



Spelling

INSTRUCTIONS TO THE GRADER

Thank you for contributing your time to the UIL Spelling contest. The contestants are relying on you to grade their tests accurately and to be familiar with the rules for grading and scoring the tests. A couple of reminders:

- Plain writing rules are not a part of UIL Spelling contest. Students in all grade levels may use either a cursive or printing style of handwriting.
- Words may be written or printed in pen or pencil.
- Students may erase as necessary.

Legibility

The correct spelling of a word consists of writing legibly the letters that compose it in their proper order. Contestants in all grade levels may use either a printing or a cursive style of handwriting. Legibility, and not handwriting style, is to be emphasized. To determine whether a given letter is legible, place a blank piece of paper on either side of it, thus separating it from its context, and then see whether the character can be identified. Any letter, even though it may not be perfectly written, is considered correct if it can still be identified when separated from the remainder of the word. If two of three judges rule that a letter is legible, it should be considered correct.

Dictionary

The authority is the *Merriam-Webster's Intermediate Dictionary*.

Misspelling

Any word misspelled in the *A+ Spelling List* should not be considered in grading the spelling papers unless a correction has been given in the "Official Notices" section of the *Leaguer* and/or posted on the UIL web site.

Correction

If a word is misspelled on the test provided for the district meet, that word is to be corrected by the contest director and given to contestants for spelling.

Miss

The misuse of an apostrophe or hyphen, or a mistake in capitalization is considered a miss.

Pronunciation

Words are to be pronounced in order from the test lists furnished, and any word omitted by the contestant is a miss. If all papers omit the same word, the pronouncer is presumed to have failed to give the word, so the omission by contestants is not considered a miss.

Contractions and Possessive Forms

Contractions and possessive forms may be written with all letters connected or may be written separately. Either way is correct.

Contest directors are responsible for determining the grade on each paper; but they may enlist your assistance. The contestant's grade shall be determined by deducting one point for each misspelled word. The contestant making the highest score shall be given first place; the one making the next highest score second place; and so on through sixth place.

In case of a tie for first through sixth place, the score on the tie breaker test shall be used to break the deadlock and determine the winner. If a tie still exists after the tie breaker has been graded, this tie shall not be broken. Should there be an unbroken tie for first place, there is no second place. Should there be a tie for second place, there is no third place, etc.

Please remain at the contest site during the verification period until the final results are announced in the event of any questions or protests.



Spelling

INSTRUCTIONS TO MONITOR/VERIFIER

Thank you for contributing your time to the UIL Spelling Contest. Your role as monitor assures a fair, well-managed contest. Your job is to ensure that the contestants are separated from each other as far as space in the room permits and to oversee contestants during the contest.

You should have a copy of the test list. If you cannot hear a word or if a definition is unclear, circle that word on your test copy. After all spelling words are pronounced, you will meet with the pronouncer and ask that these words be pronounced again. The procedure will be repeated for the tie breaker.

Thank you again for your time and effort. We appreciate your assistance.

INSTRUCTIONS TO THE PRONOUNCER

Thank you for accepting this important job in the UIL Spelling Contest. The contestants are relying on your abilities to pronounce and pace the spelling words in this contest.

Well in advance of the contest, you should open and read each word on the test provided. It is the responsibility of the contest director and the pronouncer to see that the test does not reach any unauthorized person. Examining the test before the contest will give you time to become familiar with the words to be sure they can be pronounced properly and, if required, used in an illustrative sentence. If needed, consult a dictionary. The authority is the *Merriam-Webster's Intermediate Dictionary*.

If a word has two or more acceptable pronunciations, at least two of the pronunciations should be given by the pronouncer. Each pronunciation may be given only twice. If a word seems to offer unusual difficulties to the contestants, it should be briefly defined or used in an illustrative sentence.

The pronouncer should be careful to distinguish between words which sound alike but have different meanings. Thus, if you pronounce the word "bass," you should be careful to say "bass drum," or "bass voice," to distinguish it from "base," meaning "low or mean."

To time the test properly, watch the numbers in parentheses and the minute hand of a clock or stopwatch. Numerals to the right of the word on the test list indicate minutes. Each group of words should be given out in **no less** than one minute. Numbers not in parentheses are the cumulative total of words on the list. You may, at your discretion, increase the time if a few extra seconds are needed to define words which sound alike.

The tie breaker is to be given to all contestants immediately following the initial test.

For clarity's sake, the director has placed a monitor/verifier in the contest room. This monitor/verifier should have a copy of your test list. If he/she cannot hear a word or if a definition is unclear, the monitor/verifier will circle that word on his/her test copy. After all the spelling words are pronounced, the monitor/verifier will meet with you and ask you to pronounce again the words noted. This procedure should ensure clarity and consistency for all the contestants. The procedure will be repeated for the tie breaker.

Please remain at the contest site during the grading and verification period in the event any questions or protests are raised.

Thank you again for your time and effort. We greatly appreciate your support.

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 50. Initials _____

_____ out of 50. Initials _____

Papers contending to place:

_____ out of 50. Initials _____



University Interscholastic League

A+ Spelling Contest • Answer Sheet

Write your contestant number in the upper right corner and circle your grade below.

Circle Grade Level:

3

4

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 18. _____ | 35. _____ |
| 2. _____ | 19. _____ | 36. _____ |
| 3. _____ | 20. _____ | 37. _____ |
| 4. _____ | 21. _____ | 38. _____ |
| 5. _____ | 22. _____ | 39. _____ |
| 6. _____ | 23. _____ | 40. _____ |
| 7. _____ | 24. _____ | 41. _____ |
| 8. _____ | 25. _____ | 42. _____ |
| 9. _____ | 26. _____ | 43. _____ |
| 10. _____ | 27. _____ | 44. _____ |
| 11. _____ | 28. _____ | 45. _____ |
| 12. _____ | 29. _____ | 46. _____ |
| 13. _____ | 30. _____ | 47. _____ |
| 14. _____ | 31. _____ | 48. _____ |
| 15. _____ | 32. _____ | 49. _____ |
| 16. _____ | 33. _____ | 50. _____ |
| 17. _____ | 34. _____ | |

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 80. Initials _____

_____ out of 80. Initials _____

Papers contending to place:

_____ out of 80. Initials _____



University Interscholastic League

A+ Spelling Contest • Answer Sheet

Write your contestant number in the upper right corner and circle your grade below.

Circle Grade Level: 5 6

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 18. _____ | 35. _____ |
| 2. _____ | 19. _____ | 36. _____ |
| 3. _____ | 20. _____ | 37. _____ |
| 4. _____ | 21. _____ | 38. _____ |
| 5. _____ | 22. _____ | 39. _____ |
| 6. _____ | 23. _____ | 40. _____ |
| 7. _____ | 24. _____ | 41. _____ |
| 8. _____ | 25. _____ | 42. _____ |
| 9. _____ | 26. _____ | 43. _____ |
| 10. _____ | 27. _____ | 44. _____ |
| 11. _____ | 28. _____ | 45. _____ |
| 12. _____ | 29. _____ | 46. _____ |
| 13. _____ | 30. _____ | 47. _____ |
| 14. _____ | 31. _____ | 48. _____ |
| 15. _____ | 32. _____ | 49. _____ |
| 16. _____ | 33. _____ | 50. _____ |
| 17. _____ | 34. _____ | |

- | | | |
|-----------|-----------|-----------|
| 51. _____ | 61. _____ | 71. _____ |
| 52. _____ | 62. _____ | 72. _____ |
| 53. _____ | 63. _____ | 73. _____ |
| 54. _____ | 64. _____ | 74. _____ |
| 55. _____ | 65. _____ | 75. _____ |
| 56. _____ | 66. _____ | 76. _____ |
| 57. _____ | 67. _____ | 77. _____ |
| 58. _____ | 68. _____ | 78. _____ |
| 59. _____ | 69. _____ | 79. _____ |
| 60. _____ | 70. _____ | 80. _____ |

Tiebreaker

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

CONTESTANT NUMBER:

FOR GRADER USE ONLY

Score Test Below:

_____ out of 110. Initials _____

_____ out of 110. Initials _____

Papers contending to place:

_____ out of 110. Initials _____



**University Interscholastic League
A+ Spelling Contest • Answer Sheet**

Write your contestant number in the upper right corner and circle your grade below.

Circle Grade Level: 7 8

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 18. _____ | 35. _____ |
| 2. _____ | 19. _____ | 36. _____ |
| 3. _____ | 20. _____ | 37. _____ |
| 4. _____ | 21. _____ | 38. _____ |
| 5. _____ | 22. _____ | 39. _____ |
| 6. _____ | 23. _____ | 40. _____ |
| 7. _____ | 24. _____ | 41. _____ |
| 8. _____ | 25. _____ | 42. _____ |
| 9. _____ | 26. _____ | 43. _____ |
| 10. _____ | 27. _____ | 44. _____ |
| 11. _____ | 28. _____ | 45. _____ |
| 12. _____ | 29. _____ | 46. _____ |
| 13. _____ | 30. _____ | 47. _____ |
| 14. _____ | 31. _____ | 48. _____ |
| 15. _____ | 32. _____ | 49. _____ |
| 16. _____ | 33. _____ | 50. _____ |
| 17. _____ | 34. _____ | |

- | | | |
|-----------|-----------|------------|
| 51. _____ | 70. _____ | 91. _____ |
| 52. _____ | 71. _____ | 92. _____ |
| 53. _____ | 72. _____ | 93. _____ |
| 54. _____ | 73. _____ | 94. _____ |
| 55. _____ | 74. _____ | 95. _____ |
| 56. _____ | 75. _____ | 96. _____ |
| 57. _____ | 76. _____ | 97. _____ |
| 58. _____ | 77. _____ | 98. _____ |
| 59. _____ | 78. _____ | 99. _____ |
| 60. _____ | 79. _____ | 100. _____ |
| | 80. _____ | 101. _____ |
| | 81. _____ | 102. _____ |
| 61. _____ | 82. _____ | 103. _____ |
| 62. _____ | 83. _____ | 104. _____ |
| 63. _____ | 84. _____ | 105. _____ |
| 64. _____ | 85. _____ | 106. _____ |
| 65. _____ | 86. _____ | 107. _____ |
| 66. _____ | 87. _____ | 108. _____ |
| 67. _____ | 88. _____ | 109. _____ |
| 68. _____ | 89. _____ | 110. _____ |
| 69. _____ | 90. _____ | |

Tiebreaker

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

Storytelling

To tell a story, the participant must develop skills in listening, thinking and speaking. This contest also allows for the development of creative expression, something being given more attention in the professional world. For practice, teachers can use stories from any good children's books or magazines.

Section 1474: STORYTELLING

(a) THE CONTEST.

- (1) Summary. To tell a story, the participant should develop skills in listening, thinking and speaking. This contest also allows for the development of creative expression. For practice, teachers can use stories from any good children's books or magazines.
- (2) Contest Format. Contestants shall listen to a storyteller read a brief story (between 600 and 1100 words long) only once, and then retell that story in their own words before a judge or judges. Contestants shall not use costumes or props in the contest. No materials or notes may be used during the presentation. There is no minimum or maximum time limit for the presentation. Contestants may not receive prompting of the story plot or details. Audiences are permitted to hear contestants tell their stories.

(b) REPRESENTATION.

- (1) Contestants. Students in officially prescribed grade levels below 9th grade who are eligible under Section 1400 or 1405 may enter this contest.
- (2) Divisions. Districts shall offer either a separate division for each participating grade level or combined grade level divisions as specified in official contest procedures.
- (3) Individual Competition. Each participant school may enter as many as three contestants per division in the district meet.
- (4) Team Competition. There is no team competition in this contest.

(c) CONTEST ADMINISTRATION.

- (1) Personnel. The contest director may be the coach of a participating student. If the contest director is not the coach of a participating student, the contest director may serve as the storyteller or may appoint a qualified person to act in this capacity. Responsibilities of the storyteller are as specified in official contest

procedures. The storyteller may not be the coach of a participating student. Contest officials should select one judge or an odd-numbered panel of judges for each section. Judges shall not be coaches of participating students. So far as possible, judges should not know what school any contestant represents.

- (2) Sections. A section shall consist of no more than eight contestants. If nine or more students enter a division of storytelling, they shall be divided into sections according to official contest procedures. Winners from the preliminary rounds will compete in a final round.
- (3) Rankings, Ties and Points. Contestants shall be ranked as specified in official contest procedures. There can be no ties in this contest. Points are awarded as specified in Section 1408 (i).
- (4) Verification Period. If a panel of judges is used, a verification period shall be provided. Unofficial results should be posted. Coaches should be given no more than 15 minutes to verify that tabulation of rankings is correct. The rankings given by judges are not subject to question. Evaluation sheets may be viewed by contestants and coaches during the verification period and shall be returned to the contest director at the end of the verification period. For rounds with single judges, a 15-minute viewing period is recommended.
- (5) Official Results. The director shall announce the official results. Official results, once announced, are final.
- (6) Returning Materials. No materials from district contests may be returned to contestants prior to official release dates.

**Storytelling
grade
level
division
= 2/3**

Practice & Preparation

- [Sample stories are in the UIL A+ Elementary Academic Study Materials Booklet](#)

Contest Administration Instructions

- (1) *Contestants may be assigned to sections and speaker order may be established prior to the day of the meet. If the contest director prefers, the contestants in each preliminary section may draw for speaker order just before the contest begins. Inform contestants and coaches of the time and place of the verification period if a panel of judges is used. Spectators and coaches not assigned specific duties in administering the contest should be dismissed from the contest room before the contest starts.*
- (2) *Assemble contestants in a room separate from the room or rooms in which they will retell the story. The storyteller shall read the story only once to the contestants.*
- (3) *Admit the first contestant in each preliminary section to the contest rooms to tell the story. When the first contestant has finished, admit the second one, and so on until all the contestants in each preliminary section have told their stories.*

**See pages
17-20 for
instructions
on
sectioning
and ranking
contestants.**

General Contest Information

Necessary Contest Personnel

- *Contest Director.* The contest director will be in charge of running the contest and resolving any problems that arise. Following the contest, provide the meet director with the Contest Roster with a list of the winners and their schools and the number of contestants participating. The director may appoint an assistant director.
- *Storyteller.* The contest may also be administered by playing a recording of the test material prepared by the contest director in advance of the contest. The UIL does not provide this recording. The storyteller may select which story provided by the UIL office will be used for the preliminary round and which will be used for the final round. The storyteller may not be the coach of a participating student.
- *Judges.* So far as possible, judges should not know which school any contestant represents. Judges are to be instructed to give positive and constructive comments. See the sectioning instructions for an estimate of how many judges will be needed.
- *Section Chairpersons* (optional). One adult is needed per section to see that the contest progresses without problems.
- *Timekeepers* (optional). A timekeeper is needed for each section. The chairperson may serve as timekeeper. There is no minimum or maximum time limit.
- *Monitors* (optional). The monitors may be a coach of a participating student. The monitor's duty is to make certain that contestants work quietly and independently before and after their turn.

Contest Material Overview

- *Provided by UIL-* Evaluation sheets, Two stories and Major Elements of Plot (one to be used in the preliminary round and one in the final round), Judges' ballots, Contest Director's Ranking Sheet for a panel of judges, Contest rosters
 - These materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) and (e) for the dates when invitational materials and district materials will be available.
- *Provided by the Host School-* Stopwatches for each section, Blank paper and pencil (optional) for use in the waiting area. Contestants may use these materials to organize their thoughts while waiting, but may not carry notes outside the waiting area.
- *Other-* No other materials or notes may be used in the contest

General Contest Information (cont.)

Contest Grade Divisions

This contest will consist of one division (second/third) unless the district executive committee approves separate divisions for each grade.

Length of Contest

There is no minimum or maximum limit on the presentation.

Available Sets of Material

Two stories will be provided, one to be used in the preliminary round and one to be used in the final round. The UIL will make available one pair of stories for invitational meets, one pair for fall/winter district meets and one pair for spring district meets.

Judging/Scoring Rules

.....

• **Criteria:** Judges will use an evaluation sheet provided by the UIL defining the criteria including, but not limited to, ability of the contestant to command attention, originality, facial expressions, vocal variety, characterization, eye contact, gestures, posture, articulation and enthusiasm. Contestants should include at least one key element of the story in their presentations, and an absence of at least one key story element in the presentation should be considered by the judge when ranking contestants. The judge's decisions on this matter shall be final.

• **Briefing Judges:** The judges should be instructed to evaluate all the contestants. If possible, judges should not hear the same students in both preliminary and final rounds. The judges shall not be permitted to hear the story as it is told to the contestants. Judges will be provided a list of key plot and character elements from the story.

• **Ranking the Contestants:** Ranks shall be determined through sixth place by the director. If a panel of judges is used, the contest director shall tabulate all judges' ranks to determine places. See "Instructions for Contest Directors of Speaking Events" for more information.

.....

FAQs about Rules

May students take notes while the story is being read?

Students may use paper and pencil to organize their thoughts while waiting after the story has been read. (this is a local decision). They may not take these notes in while they recite their story.

How many contest rooms are necessary?

Determine the number of rooms that will be necessary by the number of sections. If there are more than eight contestants, both a preliminary and final round are mandatory. One room is needed for students to hear the story told and wait their turn to present. Also, provide a room for tabulating results, which may be used for other speaking events.

May districts create sections larger than eight students?

No. The largest section is eight students.

Are audiences permitted during the contest?

Audiences are permitted. Audiences should be instructed to remain seated and quiet during all presentations. Audience courtesy should be extended at all times.

May a student be coached during the event?

Contestants may not receive prompting of the story plot or details.



Storytelling

EVALUATION SHEET

INSTRUCTIONS

Please review the instructions for evaluating the performances of the storytelling contestants. The following criteria are of equal importance to evaluating contestants. Terminology used is only intended to help the judge identify criteria for determining a winner. Please make your comments using language understandable to the contestant. Students and instructors appreciate constructive narrative comments. Please do not confer with other judges before ranking students. Judges' decisions are an individual responsibility.

Speaker Number _____

Speaker Name _____

Round Prelims

Section _____

Finals

- Yes No **Did the contestant communicate effectively with the audience?**
- Yes No **Did the contestant command attention?**
- Yes No **Did the contestant tell the story with ease?**
- Yes No **Did the contestant exhibit enthusiasm?**
- Yes No **Did the contestant utilize facial expressions, vocal variety and characterization?**
- Yes No **Did the contestant make good eye contact?**
- Yes No **Did the contestant use good posture?**
- Yes No **Did the contestant speak clearly?**
- Yes No **Did the contestant use gestures effectively?**

CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:

Judge's signature _____



JUDGE'S MASTER BALLOT

CIRCLE EVENT: Impromptu Speaking Modern Oratory Oral Reading Storytelling

INSTRUCTIONS

Each judge should use a copy of this form to rank each of the presentations in the contest. Please do not confer with other judges before ranking students. Judging decisions are an individual responsibility. Refer to the *Constitution and Contest Rules* or Evaluation Sheet for the criteria used to evaluate the presentations.

DISTRICT _____

SECTION _____

GRADE LEVEL _____

ROUND Prelims Finals

| SPEAKER NUMBER | NAME | TITLE | JUDGE RANK |
|---------------------------|-------------|--------------|-----------------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |
| 8. | _____ | _____ | _____ |

Judge's signature _____

MAKE A COPY OF THIS FORM FOR EACH JUDGE



Contest Director's Ranking Sheet for a panel of judges in speaking events

EVENT _____

SECTION I II III IV FINALS

BEFORE RANKING, CHECK THE FOLLOWING

- Evaluation sheets have ranks Speaker order Length of presentation

CRITERIA FOR DETERMINING PLACES AND BREAKING TIES

Follow this order to place all contestants.

1. Majority (Watch for the "or better" language in determining a majority.)
2. Lowest sum
3. Judges' preference
4. Decimal equivalents

NOTES

1. See Section 1003 of the *Constitution and Contest Rules* or the *A+ Handbook* for a full discussion of this procedure.
2. Ties must be broken before other contestants are placed.
3. Be careful! The lowest total does not automatically win. Follow prescribed order of criteria for each ranking.
4. A computer program is available for multiple judge tabulation. See the UIL Web site.

| Speaker Number | Judge I | Judge 2 | Judge 3 | Totals | Preference* | Decimal Value* | Rank |
|----------------|---------|---------|---------|--------|-------------|----------------|------|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

* Judges' preference and decimal values are used only to break ties.

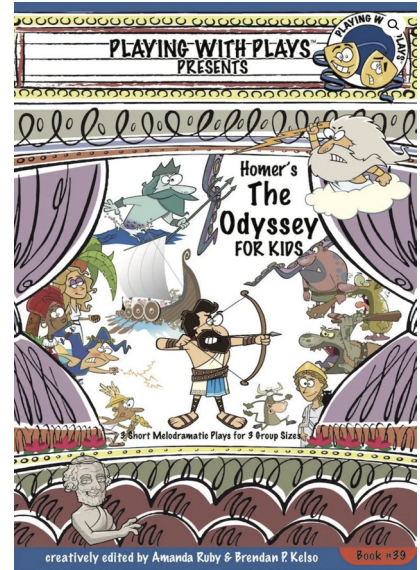
Theatrical Design (Pilot)



A+ Middle School THEATRICAL DESIGN

The contest script for this year's prompt is...
Homer's The Odyssey.

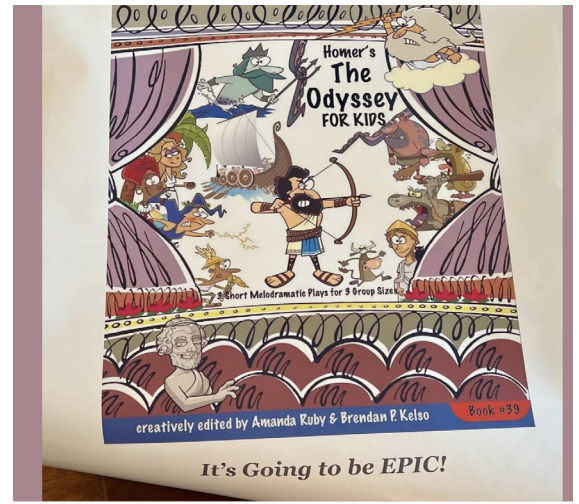
The Prompt Challenge was modeled after the High School Contest to prepare students to continue participation. *The potential for students to engage in these skills for seven years is incredible. Indicate your intent to participate this school year here.*



- As a part of the A+ Program, the contest is self governed and only results are reported to the UIL office. Like Middle School One-Act Play you may schedule it whenever you choose and your OAP District would be your Theatrical Design District. As long as 3 schools compete it is considered eligible for District. If your district doesn't choose to compete, you may ask to join another.
- While numbers of students who can enter District are limited, the activities are appropriate for class assignments that all students can benefit from. Schools could actually conduct their own preliminary contests to select those that would represent them at the District Contest.
- Contest Materials including instructions for conducting the contest and ballots will be included with the Academics Materials.
- There is a newly created page on the UIL Website just for MS A+ One Act Play and Theatrical Design where the prompt materials can be accessed.
- There is a link to an "INTENT TO PARTICIPATE" form on the page for schools hoping to enter this year. While completing the form does not obligate you to participate, it does put you into the loop for communication and assists with collecting data to support eventually moving the contest to permanent status.

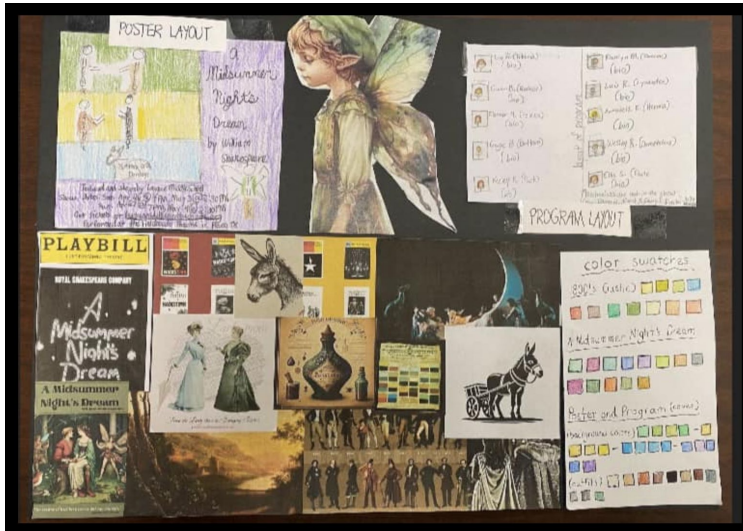
QUESTIONS?

Contact Rachel Gomez, Contest Director at
uiltheatricaldesign.gomez@gmail.com



Brendan P. Kelso
May 18 at 6:59 PM · 🌐

Excited to announce that my play, the Odyssey for kids, will be used for next year's Texas UIL Middle School Theatrical Design Contest!! Woohoo!



Some Photos from Year #1

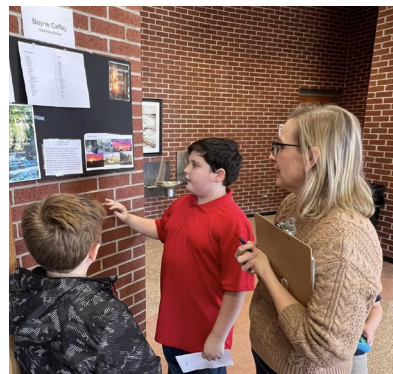


Karli Bumpas
May 13 at 9:28 AM · 🌐

Any news on junior high for next year? My kids LOVED it this year and are already asking me about next.

[View insights](#)

114 post reach >



Appendix

Items Included on the Following Pages

Sample District Meet Entry Form for Elementary
Sample Contest Results Form for Elementary
Sample District Meet Entry Form for Junior High
Sample Contest Results form for Junior High
Sample Contest Roster
Sample Point Tally Sheet
Sample Press Release

Additional Forms and Resources Available Online

* [Request for Accommodation](#)

([additional information about accommodation requests is found here](#))

* [District Participation Summary Form](#)

- Invitational meet files are [requested here](#) (provided for free starting fall 2025!)
- For A+ district meet directors, the A+ District Meet Information and Materials Order Form must be [completed online](#). This form is for meet directors or their designees ONLY, to submit required meet information to the state office and request contest materials. See the inside front cover of this handbook or the [A+ website](#) for important deadlines.
- Additional resources and information, including a listing of independent vendors for study and practice materials, are available on the [A+ section of the UIL website](#).



District Meet Entry Form

for elementary schools

(Districts may develop their own entry form.)

School _____

Street address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____

UIL Coordinator _____ Principal _____

Email address _____ Email address _____

Art (4th grade)

1. _____
2. _____
3. _____
4. _____
5. _____
Alternate _____
Alternate _____

Art (5th grade)

1. _____
2. _____
3. _____
4. _____
5. _____
Alternate _____
Alternate _____

Art (6th grade)

1. _____
2. _____
3. _____
4. _____
5. _____
Alternate _____
Alternate _____

Calculator Applications (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Chess Puzzle (2nd grade)

1. _____
2. _____
3. _____
Alternate _____

Chess Puzzle (3rd grade)

1. _____
2. _____
3. _____
Alternate _____

Chess Puzzle (4th grade)

1. _____
2. _____
3. _____
Alternate _____

Chess Puzzle (5th grade)

1. _____
2. _____
3. _____
Alternate _____

Chess Puzzle (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Creative Writing (2nd grade)

1. _____
2. _____
3. _____
Alternate _____

Dictionary Skills (5th grade)

1. _____
2. _____
3. _____
Alternate _____

Dictionary Skills (6th grade)

1. _____
2. _____
3. _____
Alternate _____

**Editorial Writing
(6th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

**Impromptu Speaking
(6th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

Listening (5th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Listening (6th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

**Maps, Graphs & Charts
(5th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

**Maps, Graphs & Charts
(6th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

**Mathematics
(6th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

**Modern Oratory
(6th grade)**

1. _____
 2. _____
 3. _____
- Alternate _____

Music Memory (2nd grade)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Alternate _____
- Alternate _____

Music Memory (3rd grade)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Alternate _____
- Alternate _____

Music Memory (4th grade)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Alternate _____
- Alternate _____

Music Memory (5th grade)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Alternate _____
- Alternate _____

Music Memory (6th grade)

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Alternate _____
- Alternate _____

Number Sense (4th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Number Sense (5th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Number Sense (6th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Oral Reading (4th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Oral Reading (5th grade)

1. _____
 2. _____
 3. _____
- Alternate _____

Oral Reading (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (3rd grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (4th grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (5th grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Science (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Social Studies (5th grade)

1. _____
2. _____
3. _____
Alternate _____

Social Studies (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (3rd grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (4th grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (5th grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (6th grade)

1. _____
2. _____
3. _____
Alternate _____

Storytelling (2nd grade)

1. _____
2. _____
3. _____
Alternate _____

Storytelling (3rd grade)

1. _____
2. _____
3. _____
Alternate _____

A word about late entries and substitutions

The UIL recommends that districts adopt procedures similar to those that have been established for high school competition regarding late entries and substitutions well in advance of the meet. Those policies can be found in the A+ Handbook.

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Principal's signature

Date

Return form by _____

To: _____

_____, TX _____



District Meet Entry Form

for elementary schools

(Districts may develop their own entry form.)

School _____

Street address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____

UIL Coordinator _____ Principal _____

Email address _____ Email address _____

ART (grades 4-6)

1. _____
2. _____
3. _____
4. _____
5. _____

Alternate _____

Alternate _____

CALCULATOR APPLICATIONS (6th grade)

1. _____
2. _____
3. _____

Alternate _____

CHESS PUZZLE (grades 2-3)

1. _____
2. _____
3. _____

Alternate _____

CHESS PUZZLE (grades 4-5)

1. _____
2. _____
3. _____

Alternate _____

CHESS PUZZLE (6th grade)

1. _____
2. _____
3. _____

Alternate _____

CREATIVE WRITING (2nd grade)

1. _____
2. _____
3. _____

Alternate _____

DICTIONARY SKILLS (grades 5-6)

1. _____
2. _____
3. _____

Alternate _____

LISTENING (grades 5-6)

1. _____
2. _____
3. _____

Alternate _____

MATHEMATICS (6th grade)

1. _____
2. _____
3. _____

Alternate _____

MAPS, GRAPHS & CHARTS (grades 5-6)

1. _____
2. _____
3. _____

Alternate _____

MUSIC MEMORY (grades 2)

- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- Alternate _____
- Alternate _____

MUSIC MEMORY (grades 3-4)

- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- Alternate _____
- Alternate _____

MUSIC MEMORY (grades 5-6)

- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- Alternate _____
- Alternate _____

NUMBER SENSE (grades 4-6)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

ORAL READING (grades 4-6)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

READY WRITING (grades 3-4)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

READY WRITING (grades 5-6)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SCIENCE (6th grade)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SOCIAL STUDIES (grades 5-6)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SPELLING (grades 3-4)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SPELLING (grades 5-6)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

STORYTELLING (grades 2-3)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Principal's signature _____

Date _____

Return form by _____

To: _____

_____, TX _____

A word about late entries and substitutions

The UIL recommends that districts adopt procedures similar to those that have been established for high school competition regarding late entries and substitutions well in advance of the meet. Those policies can be found in the A+ Handbook.



Results Form

for elementary school events

CONTEST DIRECTORS: Complete form and give it to the meet director immediately after the announcement of the official results for your contest. Consult individual event rules for instructions concerning ties and the division of points. Please double check the spelling of names and schools. Print neatly.

Check one event and circle grade level(s) included.* indicates contests with an optional team component

- | | | | |
|---|-------------------|--|-------------------|
| <input type="checkbox"/> Art* | 4 5 6 | <input type="checkbox"/> Mathematics* | --- --- 6 |
| <input type="checkbox"/> Calculator Applications* | --- --- 6 | <input type="checkbox"/> Music Memory* | 2 3 4 5 6 |
| <input type="checkbox"/> Chess Puzzle* | 2 3 4 5 6 | <input type="checkbox"/> Number Sense* | --- 4 5 6 |
| <input type="checkbox"/> Creative Writing | 2 --- --- | <input type="checkbox"/> Oral Reading | --- 4 5 6 |
| <input type="checkbox"/> Dictionary Skills* | --- 5 6 | <input type="checkbox"/> Ready Writing | 3 4 5 6 |
| <input type="checkbox"/> Listening* | --- 5 6 | <input type="checkbox"/> Science | --- --- 6 |
| <input type="checkbox"/> Maps, Graphs & Charts* | --- 5 6 | <input type="checkbox"/> Social Studies* | --- --- 5 6 |
| | | <input type="checkbox"/> Spelling* | 3 4 5 6 |
| | | <input type="checkbox"/> Storytelling | 2 3 --- --- |

INDIVIDUAL EVENT

See table for point values.

| Points | Place | School | Contestant's Name |
|--------|---------------------------|--------|-------------------|
| _____ | 1 | _____ | _____ |
| _____ | 2 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 4 | _____ | _____ |
| _____ | 5 | _____ | _____ |
| _____ | 6 | _____ | _____ |
| _____ | Total Points (55 maximum) | | _____ |

TEAM EVENT

Optional for art, calculator applications, dictionary skills, listening, maps, graphs & charts, mathematics, music memory, number sense, social studies and spelling. See table for point values.

| Points | Place | School | Contestants' Names (last name only) |
|--------|-------|--------|-------------------------------------|
| _____ | 1 | _____ | _____ |
| _____ | 2 | _____ | _____ |
| _____ | 3 | _____ | _____ |

ACADEMIC CHAMPIONSHIP

Show points for each SCHOOL for use in tallying the academic championship.

| Total Points | School |
|--------------|--------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

.....
CONTEST DIRECTOR'S SIGNATURE

| POINT VALUES | |
|-----------------------------|----------------------------|
| INDIVIDUAL EVENTS | TEAM EVENTS |
| First place 15 points | First place 8 points |
| Second..... 12 points | Second..... 6 points |
| Third..... 10 points | Third..... 4 points |
| Fourth 8 points | |
| Fifth 6 points | |
| Sixth..... 4 points | |



District Meet Entry Form

for junior high schools
(Districts may develop their own entry form.)

School _____

Street address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____

UIL Coordinator _____ Principal _____

Email address _____ Email address _____

Art (7th grade)

1. _____
2. _____
3. _____
4. _____
5. _____

Alternate _____

Alternate _____

Art (8th grade)

1. _____
2. _____
3. _____
4. _____
5. _____

Alternate _____

Alternate _____

Calculator Applications (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Calculator Applications (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Chess Puzzle (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Chess Puzzle (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Dictionary Skills (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Dictionary Skills (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Editorial Writing (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Editorial Writing (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Impromptu Speaking (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Impromptu Speaking (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Listening (7th grade)

1. _____
2. _____
3. _____

Alternate _____

Listening (8th grade)

1. _____
2. _____
3. _____

Alternate _____

Maps, Graphs & Charts (7th grade)

1. _____
2. _____
3. _____

Alternate _____

**Maps, Graphs & Charts
(8th grade)**

1. _____
2. _____
3. _____
Alternate _____

Mathematics (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Mathematics (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Modern Oratory (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Modern Oratory (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Music Memory (7th grade)

1. _____
2. _____
3. _____
4. _____
5. _____
Alternate _____
Alternate _____

Music Memory (8th grade)

1. _____
2. _____
3. _____
4. _____
5. _____
Alternate _____
Alternate _____

Number Sense (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Number Sense (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Oral Reading (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Oral Reading (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Ready Writing (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Science (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Science (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Social Studies (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Social Studies (8th grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (7th grade)

1. _____
2. _____
3. _____
Alternate _____

Spelling (8th grade)

1. _____
2. _____
3. _____
Alternate _____

I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Return form by _____
To: _____

_____, TX _____

Principal's signature

Date



District Meet Entry Form

for junior high schools

(Districts may develop their own entry form.)

School _____

Street address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____

UIL Coordinator _____ Principal _____

Email address _____ Email address _____

ART (grades 7-8)

1. _____
2. _____
3. _____
4. _____
5. _____

Alternate _____

Alternate _____

CALCULATOR APPLICATIONS

(grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

CHESS PUZZLE (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

DICTIONARY SKILLS (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

EDITORIAL WRITING (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

IMPROMPTU SPEAKING (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

LISTENING (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

MAPS, GRAPHS & CHARTS (grades 7-8)

1. _____
2. _____
3. _____

Alternate _____

MATHEMATICS (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SCIENCE (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

MODERN ORATORY (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

SOCIAL STUDIES (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

MUSIC MEMORY (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
- Alternate _____
- Alternate _____

SPELLING (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

NUMBER SENSE (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

ORAL READING (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

READY WRITING (grades 7-8)

- 1. _____
 - 2. _____
 - 3. _____
- Alternate _____

A word about late entries and substitutions

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I certify that the above contestants are eligible to compete in extracurricular activities in accordance with UIL policies, TEA policies and state law.

Return form by _____
 To: _____
 _____, TX

Principal's signature

Date



Results Form

for junior high school events

CONTEST DIRECTORS: Complete form and give it to the meet director immediately after the announcement of the official results for your contest. Consult individual event rules for instructions concerning ties and the division of points. Please double check the spelling of names and schools. Print neatly.

Check one event and circle grade level(s) included. * indicates contests with an optional team component

- | | | | | | | | |
|---|-----|---|---|--|-----|---|---|
| <input type="checkbox"/> Art* | 6 | 7 | 8 | <input type="checkbox"/> Modern Oratory | --- | 7 | 8 |
| <input type="checkbox"/> Calculator Applications* | 6 | 7 | 8 | <input type="checkbox"/> Music Memory | --- | 7 | 8 |
| <input type="checkbox"/> Chess Puzzle* | 6 | 7 | 8 | <input type="checkbox"/> Number Sense* | 6 | 7 | 8 |
| <input type="checkbox"/> Dictionary Skills* | 6 | 7 | 8 | <input type="checkbox"/> Oral Reading | 6 | 7 | 8 |
| <input type="checkbox"/> Editorial Writing | 6 | 7 | 8 | <input type="checkbox"/> Ready Writing | 6 | 7 | 8 |
| <input type="checkbox"/> Impromptu Speaking | --- | 7 | 8 | <input type="checkbox"/> Science* | 6 | 7 | 8 |
| <input type="checkbox"/> Listening* | 6 | 7 | 8 | <input type="checkbox"/> Social Studies* | 6 | 7 | 8 |
| <input type="checkbox"/> Maps, Graphs & Charts* | 6 | 7 | 8 | <input type="checkbox"/> Spelling* | 6 | 7 | 8 |
| <input type="checkbox"/> Mathematics* | 6 | 7 | 8 | | | | |

INDIVIDUAL EVENT

See table for point values.

| Points | Place | School | Contestant's Name |
|--------|---------------------------|--------|-------------------|
| _____ | 1 | _____ | _____ |
| _____ | 2 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 4 | _____ | _____ |
| _____ | 5 | _____ | _____ |
| _____ | 6 | _____ | _____ |
| _____ | Total Points (55 maximum) | | |

TEAM EVENT

Optional for art, calculator applications, dictionary skills, listening, maps, graphs & charts, mathematics, number sense, science, social studies and spelling. See table for point values.

| Points | Place | School | Contestants' Names (last name only) |
|--------|-------|--------|-------------------------------------|
| _____ | 1 | _____ | _____ |
| _____ | 2 | _____ | _____ |
| _____ | 3 | _____ | _____ |

ACADEMIC CHAMPIONSHIP

Show points for each SCHOOL for use in tallying the academic championship.

| Total Points | School |
|--------------|--------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

.....
CONTEST DIRECTOR'S SIGNATURE

| POINT VALUES | |
|-----------------------------|---|
| INDIVIDUAL EVENTS | TEAM EVENTS |
| First place 15 points | First place 8 points |
| Second..... 12 points | Second..... 6 points |
| Third..... 10 points | Third..... 4 points |
| Fourth 8 points | |
| Fifth 6 points | See contest instructions for point values for one-act play. |
| Sixth..... 4 points | |



FOR IMMEDIATE RELEASE:

Subject: UIL Academic District Meet

Contact: *contact person*

Date: *date*

DATELINE--_____ has been named UIL District Academic Champion for the _____ school year. *(Your School)* *(current)*

Student participants at the district meet held _____ included: *(list students and their event at the district meet)*
(date)

“Students, sponsors, administrators and parents are to be commended for the commitment required by academic competition,” said Lisa Parker, UIL Assistant Academic Director. “Experience gained through extracurricular activities is far more valuable than medals or trophies.”

The UIL offers the following contests for elementary, middle school and junior high students; art, calculator, chess puzzle, creative writing, dictionary skills, editorial writing, impromptu speaking, listening, maps, graphs & charts, mathematics, modern oratory, music memory, number sense, one-act play, oral reading, ready writing, science, social studies, spelling and storytelling.

With more than 3,000 elementary, middle and junior high schools across the state participating in UIL academic competitions, teachers encourage students to sample a variety of activities rather than become specialists in one. UIL designs the contests to provide the foundation for skills and experience the students need.

“Participation in UIL activities is designed to enrich the individual’s learning experience. All contests are created with curricular objectives in mind,” said Mrs. Parker.

For more information regarding A+ Academics for elementary, middle school and junior high, contact Lisa Parker at (512) 471-5883 or visit the UIL web site at www.uiltexas.org/aplus.

###

NOTIFY COMMUNITY OF UIL SUCCESS

Notify the local media of the results of your UIL competitions. Send press releases to all newspapers, radio and television stations that cover the schools in attendance. Consider including a photograph of some of the winners with all people in the photograph clearly identified on a separate piece of paper.

Follow up the press release with a phone call to the most important media, offering to answer their questions. Also, don’t forget to send a copy of the press release to the person in charge of the principal’s newsletter and the superintendent’s newsletter.

Again, include a photograph if possible. You should also submit press releases for inclusion on the school’s web page.

**To access the UIL Legislative Council and UIL Administration information, please visit the UIL website at:
<http://www.uiltexas.org>**





Discover the Benefits of UIL Academic Activities!

A variety of academic contests have been developed for elementary and junior high students because the UIL believes that children:

Deserve opportunities to accept academic challenges,

Improve with encouragement,

Soar when their talents are recognized and appreciated,

Climb to greater heights when given positive reinforcement,

Operate better from a supportive environment,

Visualize themselves as successful,

Energize teachers, administrators and each other,

Reach a greater level of achievement with praise, and

Yearn for opportunities to feel successful.