

Bible

Bible Teaching

Level (Check One) Junior High Senior High Time _____

Name _____

School _____ City _____

Subject of Lesson _____ Title _____

Factors Evaluated	Comments	Points (4-10)
Appropriate to the age level (Junior Age)		
Outline of the lesson well-organized		
Maintained audience attention throughout the lesson		
Explained the Bible passage clearly and accurately		
Presented the lesson with confidence and sincerity		
Applied the lesson correctly and forcefully		
Creativity (and visuals if utilized)		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

Total * _____
(70 possible points)

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Bible

Bible Preaching

Category (Check One) Expository Evangelistic Topical

Level (Check One) Junior High Senior High Time _____

Name _____

School _____ City _____

Factors Evaluated	Comments	Points (4–10)
CONTENT AND ORGANIZATION Introduction (leads appropriately into theme, gains attention of the audience)		
Theme (clear Scriptural theme established, sermon properly narrowed down)		
Explanation/Interpretation (appropriate, accurate explanation of Scripture & principles presented)		
Application/Illustration (forceful exhortation, application, & illustration of Scriptural truth presented)		
Development (supporting points clearly & logically develop theme; conclusion consistent with theme & development; written outline in proper form)		
PRESENTATION Vitality ("life" in face, body, & voice)		
Eye Contact/Empathy/Naturalness (direct visual & mental contact with audience, natural speech, without affection or artificial mannerisms)		
Poise/Authority (sense of composure, assurance, & authority)		
Voice/Diction/Grammar (clearly audible, words understandable, acceptable grammar)		
Emphasis/Variety (stress on key ideas through appropriate use of volume, pitch, rate, & climax)		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

Total* _____
(100 possible points)

* To place first and second, a contestant must score 73 points or higher.

Judge's Signature _____

Music

Senior High Vocal Solo

(Check One) Male Female Class (Check One) A AA Time _____

Name _____

School _____ City _____

Composition #1 _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Composition #2 _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Factors Evaluated	Comments #1	Comments #2	Points #1 (4-10)	Points #2 (4-10)
PRESENTATION Poise Communication Facial Expression Posture Memorization				
TECHNIQUE Breath Diction Tone Vitality				
MUSICIANSHIP Phrasing Contrast Mood Contrast Dynamics				
ACCURACY Text Rhythm Pitch Style (if period piece)				
SELECTION Words/Music Complementary Difficulty Appropriate for the Voice Appropriate for the Occasion				

Point Scale

9-10 Excellent, Superior
 7-8 Good, Above Average
 5-6 Fair, Average
 4 Poor

* To place first and second, a contestant must score 73 points or higher.

Total #1 _____ Total #2 _____

Combined Total* _____
 (100 possible points)

Judge's Signature _____

Music

Elementary & Junior High Vocal Solo

(Check One) Male Female Class (Check One) A AA

Level (Check One) Elementary Junior High Time _____

Name _____

School _____ City _____

Composition _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Factors Evaluated	Comments	Points (4-10)
PRESENTATION Poise Communication Facial Expression Posture Memorization		
TECHNIQUE Breath Diction Tone Vitality		
MUSICIANSHIP Phrasing Contrast Mood Contrast Dynamics		
ACCURACY Text Rhythm Pitch Style (if period piece)		
SELECTION Words/Music Complementary Difficulty Appropriate for the Voice Appropriate for the Occasion		

Total* _____
(50 possible points)

- Point Scale**
- 9-10 Excellent, Superior
 - 7-8 Good, Above Average
 - 5-6 Fair, Average
 - 4 Poor

* To place first and second, a contestant must score 37 points or higher.

Judge's Signature _____

Music

Instrumental Solo

Level (Check One) EL JH SH (Check One) Woodwind Brass

Name _____

School _____ City _____

Composition _____

Composer _____ Time _____

Factors Evaluated	Comments	Points (4-10)
TONE Quality Control Intonation Vibrato		
ARTICULATION Attacks and Releases Slurring Note Accuracy Rhythmic Accuracy		
INTERPRETATION Tempo Phrasing Dynamics Fluency		
MUSICIANSHIP (SUMMARY) Correctness Mood & Emotion Artistry		
SELECTION Appropriateness Difficulty		
PRESENTATION Appearance Poise Stage Presence		

Point Scale

Total* _____
(60 possible points)

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

* To place first and second, a contestant must score 44 points or higher.

Judge's Signature _____

Music

String Solo

Level (Check One) Elementary Junior High Senior High Time _____

Name _____

School _____ City _____

Composition _____

Composer _____

Factors Evaluated	Comments	Points (4-10)
INTONATION		
STONE Vibrato Quality		
ACCURACY Notes Rhythm		
TECHNIQUE Bowing Left Hand Posture Articulation		
INTERPRETATION Tempo Phrasing Dynamics		
SELECTION Appropriateness Difficulty		
PRESENTATION Appearance Poise Stage Presence		

Point Scale

Total* _____

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

(70 possible points)

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Music

Percussion Solo

(Check One) Snare Drum Solo Timpani Solo Mallet Percussion Multiple Percussion
 Level (Check One) Elementary Junior High Senior High Time _____
 Name _____
 School _____ City _____
 Composition _____ Composer _____

Factors Evaluated	Comments	Points (4-10)
TONE Stick/mallet choice; Playing area; Correct method and consistence of tone reproduction or articulation; Head/snare tension		
ACCURACY Correct pitches; Correct rhythms and rests Precision; Intonation (where applicable) Correct interpretation of meter; Key signature/accidentals (where applicable)		
TECHNIQUE Stick control; Mechanics of hand/arm motion, grip/left hand, right hand; Attacks/releases; Pedaling execution (where applicable); Rolls; Dampening; Posture; Instrument height, physical set up; Mastery of rudiments—sticking patterns (where applicable)		
MUSICIANSHIP/INTERPRETATION Phrasing, shaping of musical line Expressive elements; Balance; Dynamics; Emotional involvement; Fluency/Style		
TEMPO Attention to metronome marking; Control and maintenance of basic pulse and subdivisions		
SELECTION Suitability of literature; Difficulty		
PRESENTATION Appearance; Poise; Stage presence/general conduct/mannerisms		

Point Scale

9-10 Excellent, Superior
 7-8 Good, Above Average
 5-6 Fair, Average
 4..... Poor

* To place first and second, a contestant must score 51 points or higher.

Total* _____
 (70 possible points)

Judge's Signature _____

Music

Piano Solo

(Check One)

Classical

Sacred

Level (Check One)

Elementary

Junior High

Senior High

Time _____

Name _____

School _____ City _____

Composition _____

Composer _____

Factors Evaluated	Comments	Points (6-20)
PERFORMANCE Musical Effect Poise Difficulty and/or choice of selection Memorization		
INTERPRETATION Dynamics Phrasing Styling/Mood Balance/Voicing		
MUSICIANSHIP Feeling for Meter Steadiness Tempo Expression/Feeling Range of Dynamics		
ACCURACY Note Accuracy Rhythmic Accuracy Continuity Fluency Dynamics/Tempo Indications		
TECHNIQUE Coordination Fingering Tone Quality Facility Appropriate Touch/Pedaling		

Point Scale

Total* _____

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

(100 possible points)

* To place first and second, a contestant must score 73 points or higher.

Judge's Signature _____

Music

Piano Duet

(Check One) Classical Sacred

Level (Check One) Elementary Junior High Senior High Time _____

Name _____ Name _____

School _____ City _____

Composition _____

Composer _____

Factors Evaluated	Comments	Points (6–20)
TECHNIQUE Position (hands, body, fingers) Articulation (staccato, legato, etc.) Accuracy Facility Tone Quality and Production Accurate Use of Pedals		
INTERPRETATION Correctness of Style Appropriate/Accurate Tempo Rhythm (even, steady) Dynamics (accuracy) Clarity of Motives, Phrases, Form		
EXPRESSION Contrast in Tempo/Dynamics Phrasing Contrast in Sections form Balance Between Instruments		
PERFORMANCE Stage Presence (poise) Overall Effect Ensemble Difficulty of Selection Appropriateness of Selection		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Total* _____
(80 possible points)

* To place first and second, a contestant must score 58 points or higher.

Judge's Signature _____

Music

Youth Choir & Choral Group Junior & Senior High

Class (Check One) A AA

Level (Check One) Junior High Senior High Time _____

School _____

Director _____ City _____

Composition #1 _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Composition #2 _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Factors Evaluated	Comments #1	Comments #2	Points #1 (4-10)	Points #2 (4-10)
TONE and INTONATION				
TECHNIQUE Blend Balance Ensemble				
RHYTHM				
DICTION				
INTERPRETATION Performance Styling				
PART ACCURACY				
STAGE PRESENCE				
SELECTION Difficulty Appropriateness				

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

Total #1 _____ Total #2 _____

Combined Total* _____
(160 possible points)

* To place first and second, a contestant must average 117 points or higher.

Judge's Signature _____

Music Elementary Youth Choir & Choral Group

Class (Check One) A AA Time _____

School _____

Director _____ City _____

Composition #1 _____ Composer _____

Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Factors Evaluated	Comments	Points (4-10)
TONE and INTONATION		
TECHNIQUE Blend Balance Ensemble		
RHYTHM		
DICTION		
INTERPRETATION Performance Styling		
PART ACCURACY		
STAGE PRESENCE		
SELECTION Difficulty Appropriateness		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

Total _____

(80 possible points)

* To place first and second, a contestant must average 58 points or higher.

Judge's Signature _____

Music

Vocal Ensemble

Class (Check One) A AA (Check One) Small Ensemble Large Ensemble
 Level (Check One) Elementary Junior High Senior High Time _____
 School _____
 Director* _____ City _____
*Senior High Ensembles May NOT Be Directed.
 Composition _____ Composer _____
 Selection from *List of Approved Music* for Vocal Competition. Page # _____, Line # _____

Factors Evaluated	Comments	Points (4-10)
TONE and INTONATION		
TECHNIQUE Blend Balance Ensemble		
RHYTHM		
DICTION		
INTERPRETATION Performance Styling		
PART ACCURACY		
STAGE PRESENCE		
SELECTION Difficulty Appropriateness		

Point Scale

Total* _____

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

(80 possible points)

* To place first and second, a contestant must score 58 points or higher.

Judge's Signature _____

Music

Instrumental Ensemble

Class (Check One) A AA (Check One) Small Ensemble Large Ensemble

Level (Check One) Elementary Junior High Senior High Time _____

School _____

Director* _____ City _____

*Senior High Small Ensemble Cannot Be Directed.

Composition _____ Composer _____

Instruments _____

Factors Evaluated	Comments	Points (4-10)
TONE Quality Control Registration Intonation		
ARTICULATION Attacks and Releases Note Accuracy Rhythmic Accuracy Slurring		
INTERPRETATION Tempo Phrasing Dynamics Fluency Style		
ENSEMBLE Blend Balance Togetherness		
MUSICIANSHIP Correctness Mood and Emotion Artistry		
SELECTION Appropriateness Difficulty		
PRESENTATION Appearance Poise Stage Presence		

Point Scale

9-10 Excellent, Superior
 7-8 Good, Above Average
 5-6 Fair, Average
 4 Poor

Total* _____
 (70 possible points)

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Music

Orchestra/Band

Class (Check One) A AA Level (Check One) Elementary Junior High Senior High

School _____ City _____

Composition #1 _____ Composer _____

Composition #2 _____ Composer _____

Director _____ Time _____

Factors Evaluated	Comments #1	Comments #2	Points #1 (4-10)	Points #2 (4-10)
TONE Quality Control Inonation Bowings Vibrato				
ARTICULATION Attacks and Releases Note Accuracy Rhythmic Accuracy Slurring				
INTERPRETATION Tempo Phrasing Dynamics Fluency Style				
ENSEMBLE Balance Blend Precision				
SELECTION Appropriateness Difficulty				
PRESENTATION Appearance Poise Stage Presence				

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

Total #1 _____ Total #2 _____

Combined Total* _____
(120 possible points)

* To place first and second, a contestant must average 88 points or higher.

Judge's Signature _____

Music

Handbell/Handchime Choir

Level (Check One) Elementary Junior High Senior High Class (Check One) A AA

School _____

City _____

Composition #1 _____ Composer _____

Composition #2 _____ Composer _____

Director _____ Time _____

Factors Evaluated	Comments #1	Comments #2	Points #1 (4-10)	Points #2 (4-10)
TECHNIQUES/ ARTICULATION Damping Stopped sounds (pluck, martellato, RT, etc.)				
ACCURACY Note Accuracy Rhythmic Accuracy				
INTERPRETATION Tempo Phrasing Dynamics				
ENSEMBLE Balance Precision				
MUSICIANSHIP Mood Expression				
SELECTION Appropriateness Difficulty				
PRESENTATION Appearance/Visual Effect Poise/Stage Presence				

Point Scale

9-10 Excellent, Superior
 7-8 Good, Above Average
 5-6 Fair, Average
 4..... Poor

Total #1 _____ Total #2 _____

Combined Total* _____
 (140 possible points)

* To place first and second, a contestant must average 102 points or higher.

Judge's Signature _____

Speech

JH & SH Individual Categories

Level (Check One) Junior High Senior High

Dramatic Interpretation Declamation Oral Interpretation of Poetry

Religious Reading Humorous Interpretation Oral Interpretation of Scripture

Name _____

School _____ City _____

Name of Speech _____ Time _____

Factors Evaluated	Comments	Points (4-10)
MEMORIZATION Knowledge of material, Hesitation or confusion Necessity for prompting		
SELECTION Tasteful, Proper identification of author Meets category requirements, Literary value		
DICTION Fluency/articulation, Pronunciation Enunciation, Voice projection General pitch level, Quality of voice		
COMMUNICATION Mental rapport with audience Eye contact Ability to hold attention		
USE OF BODY Posture, Bodily movement, Gestures Facial expression, Stage presence Distracting mannerisms		
INTERPRETATION Style, Comprehension and proper emphasis, Creation of mood, Phrasing, Contrast, Expression, Spiritual or emotional effect		
OVERALL EFFECTIVENESS Proficiency of delivery Personal appearance Poise Organization of thought		

Point Scale

Total* _____

9-10 Excellent, Superior
 7-8 Good, Above Average
 5-6 Fair, Average
 4..... Poor

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Speech

Elementary Individual Categories

Dramatic Interpretation

Humorous Interpretation

Religious Reading

Oral Interpretation of Poetry

Oral Interpretation of Scripture

Name _____

School _____ City _____

Name of Speech _____ Time _____

Factors Evaluated	Comments	Points (4-10)
MEMORIZATION Knowledge of material, Hesitation or confusion Necessity for prompting		
SELECTION Tasteful, Proper identification of author Meets category requirements, Literary value		
DICTION Fluency/articulation, Pronunciation Enunciation, Voice projection General pitch level, Quality of voice		
COMMUNICATION Mental rapport with audience Eye contact Ability to hold attention		
USE OF BODY Posture, Bodily movement, Gestures Facial expression, Stage presence Distracting mannerisms		
INTERPRETATION Style, Comprehension and proper emphasis, Creation of mood, Phrasing, Contrast, Expression, Spiritual or emotional effect		
OVERALL EFFECTIVENESS Proficiency of delivery Personal appearance Poise Organization of thought		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

Total* _____
(70 possible points)

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Speech

Acting

Level (Check One) Junior High Senior High Time _____

Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (4-10)
INTERPRETATION Grasp of line meaning		
CHARACTERIZATION Action-reaction, interplay		
POISE Bodily control action		
BLOCKING Motivated movement		
DICTION Clarity		
TIMING Tempo, build to climax		
OVERALL DRAMATIC EFFECT Control, Precision, Creativity		
MEMORIZATION		
SELECTION Literary value, Tasteful, Appropriate for the occasion, Judicious editing, Difficulty		
Piece and performance adhere to rules as stated in manual. (specifically one character per person limit with narration)		

Point Scale

Total* _____

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

(100 possible points)

* To place first and second, a contestant must score 73 points or higher.

Judge's Signature _____

Speech

Original Persuasive Oratory

Level (Check One) Junior High Senior High Time _____

Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (4–10)
MEMORIZATION “the largely memorized oral presentation” Knowledge of material, Hesitation or confusion, Necessity for prompting		
SELECTION Originality Positive approach, Use of imagination, Individualistic approach, Human interest appeal Content Relates to subject, Logical development of ideas, Clarity of ideas, Tasteful, Meets time limits, Meets category		
DICTION Fluency/articulation, Pronunciation, Enunciation, Voice projection, General pitch level, Quality of voice		
COMMUNICATION Mental rapport with audience Eye contact, Ability to hold attention		
USE OF BODY Posture, Bodily movement, Gestures, Facial expression, Stage presence, Distracting mannerisms		
INTERPRETATION Style, Proper emphasis, Phrasing, Contrast, Expressiveness, Creation of mood, Sincerity of tone		
OVERALL EFFECTIVENESS Proficiency of delivery, Personal appearance, Poise, Organization of thought		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4 Poor

Total* _____

(70 possible points)

* To place first and second, a contestant must score 51 points or higher.

Judge's Signature _____

Speech

Extemporaneous Speaking

Level (Check One) Junior High Senior High Time _____

Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (4-10)
INTRODUCTION		
ARGUMENTS and SUPPORTING MATERIAL		
EMOTIONAL and LOGICAL PROOFS		
ORGANIZATIONAL STRUCTURE Clear, Orderly		
PACING Phrasing, Pausing, Inflection		
LANGUAGE		
BODILY ACTION Poise, Gesture, Eye contact, Posture		
VOCAL DELIVERY Variety, Quality, Diction		
CONCLUSION		
OVERALL EFFECT of PERSUASIVENESS		

Point Scale

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

Total* _____
(100 possible points)

* To place first and second, a contestant must score 73 points or higher.

Judge's Signature _____

Speech

Readers' Theatre

Level (Check One) Junior High Senior High Time _____

School _____

City _____

Title _____

Factors Evaluated	Comments	Points (4-10)
STAGING Interesting composition Composition clarifies the literature		
MOVEMENT Posture, Purpose, Gestures, Facial expressions, Stage presence, Distracting mannerisms		
ORIGINALITY OF ARRANGEMENT Creative visualization of setting using allowed objects and actors Effective use of group speaking and group movement (if utilized)		
CHARACTERIZATION Voices, movement, Facial expression, Intensity		
QUALITY OF SELECTION Literary value, Tasteful, Appropriate for the occasion, Judicious editing, Difficulty		
PERFORMANCE Diction, Eye contact, Distracting elements, Word color, Attacks and releases		
MEMORIZATION Recall, Hesitation or confusion, Need for prompting		
OVERALL EFFECTIVENESS Delivery, poise, Organization of thought, Group appearance		
Piece and performance adhere to rules as stated in manual.		

Total* _____
 (90 possible points)

- Point Scale**
- 9-10 Excellent, Superior
 - 7-8 Good, Above Average
 - 5-6 Fair, Average
 - 4 Poor

* To place first and second, a contestant must score 66 points or higher.

Judge's Signature _____

Speech

Choric Speaking

Level (Check One)

Junior High

Senior High

Time _____

Group Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (4–10)
USE OF VOICES Pitch, Pace, Word color, Attacks and releases, Vocal variety		
DICTION Fluency, Articulation, Pronunciation, Enunciation, Voice projection, Vocal quality		
MOVEMENT Posture, Purpose, Gestures, Facial expressions, Stage Presence, Distracting mannerisms		
COMMUNICATION Mental rapport with audience, Eye contact, Mental and emotional grasp of material		
INTERPRETATION Style, Expression, Mood, Contrast, Spiritual or emotional effect		
QUALITY OF SELECTION Literary value, Tasteful, Appropriate for the occasion, Judicious editing, Difficulty		
MEMORIZATION Recall, Hesitation or confusion, Need for prompting		
OVERALL EFFECTIVENESS Delivery, Poise, Organization of thought, Group appearance		
Piece and performance adhere to rules as stated in manual.		

Point Scale

Total* _____

- 9-10 Excellent, Superior
- 7-8 Good, Above Average
- 5-6 Fair, Average
- 4..... Poor

(90 possible points)

* To place first and second, a contestant must score 66 points or higher.

Judge's Signature _____

Art

Artist's Idea Statement

Level (Check One) Elementary Junior High Senior High

Name _____

School _____ City _____

Title of Entry _____ Medium _____

1. How or why did you choose your subject? Where did you get the idea? _____

2. The following question applies to all categories except photography categories and digital media.

Did you use a photograph as a source?

Yes Personal photography (taken by the artist)*

Yes Non-personal photograph (taken by someone else)*

No

3. Explain briefly the process you used in making your entry. How was your idea developed?

Be specific. _____

4. How long did it take to do this artwork? Date completed? _____

5. What help did you receive from other people (friends, parents, teachers):

In planning the piece? _____

While working on the piece? _____

In framing or other ways of presenting it? _____

6. Name of art teacher (if applicable) _____

Email Address _____

Statement of Originality

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature _____ Date _____

This idea statement is to be attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space. Type if possible!

Art

Photography Artist's Idea Statement

Level (Check One)

Elementary

Junior High

Senior High

Name _____

School _____ City _____

Category _____ Title of Entry _____

Please provide the appropriate information.

RECORDING MEDIUM

- Film—negative
- Film—positive (slide, transparency)
- Digital

CAMERA TYPE

- Point-n-shoot
- SLR (Single Lens Reflect)
- TLR (Twin Lens Reflect)
- View Camera or Press Camera
- Rangefinder

COLOR MODE OF ORIGINAL

- Black and White
- Color

FILE FORMAT OF ORIGINAL (Digital)

- RAW (Proprietary to camera: cr2, nef, dcr, dng...)
- JPG

PROCESSING SOFTWARE (Digital)

- Digital _____

Exposure *

- ISO _____
- Shutter Speed _____
- F-Stop _____

1. Who printed the final image?
2. How or why did you choose your subject? Where did you get the idea?
3. When was the image captured?
4. When was the print made?
5. What help did you receive from other people (friends, parents, teachers):
 - a. In planning?
 - b. While working on the piece?

STATEMENT OF ORIGINALITY

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature

Date

This idea statement is to be attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space. Type if possible!

Art

Various Categories

Check Category

Acrylic Painting	Calligraphy	Crafts	Crayon (EL only)
Charcoal Drawing	Color Pencil Drawing	Ink Drawing	Mixed Media
Oil Painting	Pastel (Chalk) Drawing	Pastel (Oil) Drawing	B&W Pencil Drawing
Poster (EL only)	Printmaking	Sculpture	Textiles
Watercolor	Monochromatic Drawing (SH only)	Polychromatic Drawing (SH only)	

Level (Check One) Elementary Junior High Senior High

Name _____

School _____ City _____

Title _____ Medium _____

Factors Evaluated	Comments	Points (6-20)
TECHNIQUE Is the medium used appropriately? Is skillfulness displayed? Is there consistency?		
ORIGINALITY Does this work possess creativity? Does this work possess individuality? Does this work show imagination? Does this work reflect both knowledge of and experience with the subject?		
EFFECTIVENESS Is there harmony of composition? Is there visual balance? Is there form and color coordination? Communication: Does this work portray or convey a message? Does this work repeatedly stimulate or satisfy?		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Total* _____
(60 possible points)

* To place first and second, a contestant must score 44 points or higher.

Idea & Statement of Originality Statement Attached.

Judge's Signature _____

Art

Garment Construction

Level (Check One)

Elementary

Junior High

Senior High

Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (6-20)
TECHNIQUE Was appropriate fabric chosen? Is skillful construction displayed? Is construction consistent?		
ORIGINALITY Does this work possess creativity? Does this work possess individuality? Does this work show imagination?		
EFFECTIVENESS Is there harmony of composition? Is there visual balance? Is there form and color coordination? Communication: Does this work portray or convey a message? Does this work repeatedly stimulate or satisfy?		
DIFFICULTY Does the garment display knowledge and experience with the construction techniques? Does the garment display appropriate detail work?		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Total* _____

(80 possible points)

* To place first and second, a contestant must score 58 points or higher.

Idea & Statement of Originality Statement Attached.

Judge's Signature _____

Art

Photography

Check Category Still Life & Macro Landscapes and Architecture People and Animals

Level (Check One) Elementary Junior High Senior High

Name _____

School _____ **City** _____

Factors Evaluated	Comments	Points (6–20)
<p>ORIGINALITY Does the composition show original design, creativity, imagination and good planning? Does the photo show original thought, angle, composition, etc.?</p>		
<p>CONTENT/TECHNIQUE Is the subject matter appealing? Is the composition pleasing, well-balanced? Is there a center of interest/focus? Were special lighting, filters, special effects or other techniques/ tools used?</p>		
<p>DETAILS Focus: Is the center of interest sharp? Is the background muted, blurred or made not to distract? Contrast: Is there a pleasing contrast of light and dark areas? Did the student have input in the development and exposure of photo? (refer to Idea Statement) Do experimental techniques work well?</p>		
<p>APPEARANCE Is the piece properly exposed? Is there sufficient and appropriate lighting? Is the photo enlarged to an appropriate size to enhance the image justly? Does this photo command attention? Digital photos printed properly?</p>		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Total* _____
 (80 possible points)

* To place first and second, a contestant must score 58 points or higher.

Idea & Statement of Originality Statement Attached.

Judge's Signature _____

Art

Digital Media

Level (Check One) Elementary Junior High Senior High

Name _____

School _____ City _____

Software Program Used: _____

File Name _____ PC MAC

Factors Evaluated	Comments	Points (6–20)
ORIGINALITY Does the composition show original design and good planning? Does the project display the personality/individuality of the artist? Does the method of idea development show student involvement, good planning and skill? (Refer to Idea Statement)		
TECHNIQUE Is the general appearance pleasing and well-proportioned? Is skillfulness and knowledge of medium displayed? Are the techniques/skills used appropriate for this medium? Does the drawing display form?		
DETAILS Is the artwork printed on an appropriate surface? Consider the use of: perspective, compositional harmony, visual balance. Are art techniques such as shading and highlights used?		
APPEARANCE Is the piece properly protected? Is the piece free from smudges, drips, fingerprints and preliminary lines? Are erasures neatly done? Without damage to paper? Is the piece balanced? Does the drawing command attention?		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Idea & Statement of Originality Statement Attached.

Total* _____
(80 possible points)

* To place first and second, a contestant must score 58 points or higher.

Judge's Signature _____

Art

Woodworking

Level (Check One)

Elementary

Junior High

Senior High

Name _____

School _____ City _____

Title _____

Factors Evaluated	Comments	Points (6-20)
<p>ORIGINALITY</p> <p>Does the preliminary drawing show original design and good planning?</p> <p>Will the piece function well for its intended use?</p> <p>Was the project extensive or difficult to produce?</p>		
<p>CRAFTSMANSHIP</p> <p>Is the general appearance pleasing and well proportioned?</p> <p>Is the piece assembled well? (joints fit properly, legs set level on floor, corners square, etc.).</p>		
<p>DETAILING</p> <p>Is grain direction properly used to enhance appearance?</p> <p>Are there decorative elements that add to the overall aesthetics?</p>		
<p>FINISH</p> <p>Is the piece properly sanded?</p> <p>Is there any residual glue showing?</p> <p>Is the stain and/or varnish properly applied and is it enhancing to the work?</p>		

Point Scale

- 17-20 Excellent, Superior
- 13-16 Good, Above Average
- 9-12 Fair, Average
- 6-8 Poor

Total* _____
(80 possible points)

- * To place first and second, a contestant must score 58 points or higher.
- Idea & Statement of Originality Statement Attached.

Judge's Signature _____

Science Fair

Level (Check One) Junior High Senior High
Check Category Biological Science Physical Science
 Name _____
 School _____ City _____
 Title _____ Project # _____

Factors Evaluated	Comments	Points
CREATIVITY AND SCIENTIFIC THOUGHT Is the project unique? Is the approach practical, and is the apparatus and/or testing method appropriate? Is the procedure well thought through, and is the hypothesis testable? Is the project realistic and the solution beneficial?		20 Pts.
RESEARCH AND EXPERIMENTATION Did the student conduct enough background research to be qualified to conduct the experiment? Was sufficient data collected? Does the data appear to be accurate and realistic? Was the experiment controlled, repeated, and/or did it contain sufficient population to yield accurate results?		30 Pts.
PRESENTATION AND DOCUMENTATION Does the Log Book contain sufficient information in order to reconstruct the project? Does the presentation of material and/or student interview reflect a well-balanced knowledge of the project? Does the research paper meet all requirements? Are all required and applicable forms complete?		25 Pts.
THOROUGHNESS AND TECHNICAL SKILL Are all areas of the project thoroughly covered and discussed? Is the apparatus or testing procedure well-constructed, and did the student do his own work? Does the student have recommendations as to further or alternate methods to do additional projects based on the results?		15 Pts.
CLARITY AND DRAMATIC VALUE Is the presentation clear and easy to follow? Are the conclusions and findings appropriately presented? Is the presentation professional in appearance and appropriate for the project? Is the information correctly presented, and are data presented in a correct, easy-to-follow manner?		10 Pts.

* To place first and second, a contestant must score 73 points or higher.

Total* _____
 (100 possible points)

Statement of Originality

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature _____

Judge's Signature _____

Complete front and back portions of this form and additional page and insert into the Forms and Addendum Notebook. Research Plan, Safety Assessment, and Approval This form is required for all projects and to be approved prior to experimentation.

To be completed by the Student:

Name _____
School _____ City _____
Teacher's Name _____ Grade _____
Title _____ Date Project Started _____

Where will you conduct your experiment or lab work (include address if not at school or home)?

Use one additional page and append it to this form in the Forms and Addendum Notebook. Include the following:

- a. The hypothesis
- b. A brief step-by-step experimental procedure
- c. The expected results

To be completed by the Teacher, Qualified Scientist, or Certified Expert:

Risk Assessment and Approval:

1. Check below the items or substances used in the course of this experiment.

- | | |
|---|---|
| <input type="checkbox"/> Hazardous chemicals | <input type="checkbox"/> Pathogens |
| <input type="checkbox"/> Bacteria or fungi | <input type="checkbox"/> Controlled Substances |
| <input type="checkbox"/> Tissue (living or dead) | <input type="checkbox"/> Vertebrate animals |
| <input type="checkbox"/> Voltages greater than 220V | <input type="checkbox"/> Lasers |
| <input type="checkbox"/> Radioactive material | <input type="checkbox"/> Devices emitting harmful radiation |
| <input type="checkbox"/> Firearms | <input type="checkbox"/> Potentially explosive devices |
| <input type="checkbox"/> Compressed gas canisters | <input type="checkbox"/> Recombinant DNA |
| <input type="checkbox"/> Toxins, carcinogens, mutagens, etc. | <input type="checkbox"/> High amperage devices |
| <input type="checkbox"/> Other substances considered dangerous | <input type="checkbox"/> BSL-1 or BSL-2 agents |
| <input type="checkbox"/> Apparatus that could be considered potentially dangerous | |

2. Based on the items checked above and personal discussion with the student in regards to the experiment, I assess the potential risk to the student as:

Low Moderate High Extreme

Comments _____

Continued

Research Plan, Safety Assessment and Approval

All required signatures must be in place before the student can proceed with the stated project.

3. The student has explained to me the proposed project, process of research and experimentation. I approve of the project and agree to provide general oversight as the project progresses.

I _____ have/ _____ have not (check one) reviewed the research plan and agree that the Internet would be a useful tool in acquiring information regarding this project.

I _____ have/ _____ have not (check one) instructed the student as to how to conduct research on the Internet.

Print Name _____

Signature _____ Date _____

To be completed by the Student:

I understand the possible risks associated with this project. I certify that I will obey the rules, regulations, safety precautions, and any state or federal rules and regulations associated with this experiment. I further certify that all work performed in this project, unless otherwise noted, will be original, not fabricated and my own.

I _____ will/ _____ will not (check one) be using the Internet for any research or investigation in regards to this science fair project.

Print Name _____

Signature _____ Date _____

To be completed by the Parent or Guardian:

I understand the possible risks associated with this project and herewith give my consent to my child to proceed with the project. I understand and accept all the time and costs associated with this project.

I understand that my child must obey the competition rules and regulations, safety precautions, and any state or federal rules and regulations associated with this experiment. I further understand that all work performed in this project, unless otherwise noted, will be original, not fabricated and the student's own.

Because the Internet can be a source of great good or great evil, I understand that parental approval is required prior to any student access to the Internet. I am providing this approval and will assume all the responsibility for my child's involvement in research on the Internet. I will directly supervise my child's activity on the Internet or will approve another person to supervise my child. I will instruct my child in the evils associated with the Internet, and I therefore authorize access for the scope of this project.

Supervisor, if applicable _____

(Check one) _____ I consent to Internet access. _____ I do not consent to Internet access.

Print Name _____

Signature _____ Date _____

Creative Writing

Elementary

Name _____ Grade 4 5 6

School _____ City _____

Directions: On notebook paper, copy one of these sentences provided to you and create a story. Make sure your story has a title, an introductory paragraph and three (3) or four (4) supporting paragraphs.

Be sure to write your name on each page of your story and staple this sheet on top of your story. You have one (1) hour to write your story.

Do not write below this line. Judges will grade your story based on the following point system.

1. Originality and Creativity (55 possible points)

- a. Is the prescribed topic developed in a creative manner? (25 points) _____
- b. Do vocabulary and word choices enhance the writing? (10 points) _____
- c. Are sentences varied and interesting? (10 points) _____
- d. Is the plot effectively resolved? (5 points) _____
- e. Is the writing free of trite expressions? (5 points) _____

Total This Section _____

Comments: _____

2. Development (25 possible points)

- a. Is the prescribed topic well developed? (10 points) _____
- b. Do the ideas flow smoothly in a coherent manner? (10 points) _____
- c. Is paragraphing done effectively? (5 points) _____

Total This Section _____

Comments: _____

3. Mechanics (20 possible points)

- a. Are spelling, capitalization, and punctuation correct? (5 points) _____
- b. Is the writing free of fragments and run-ons? (5 points) _____
- c. Is the writing free of grammatical errors? (5 points) _____
- d. Is the writing neat and legible? (5 points) _____

Total This Section _____

Comments: _____

Total Points _____

Creative Writing (Poetry)

Junior & Senior High

Name _____ Date _____

School _____ City _____

Directions: On notebook paper, write a poem describing one of the topics provided to you:

Be sure to write your name on each page of your poem and staple this sheet on top of your poem. You have one (1) hour to write your poem.

Do not write below this line. Judges will grade your poem based on the following point system.

Originality, Content and Communication (50 possible points)

1. Approach to topic is creative/original.
2. Content is organized intentionally.
3. Poem captures the reader's interest.
4. Theme or main idea is developed and well integrated.
5. Word choice is precise, fresh, and free of clichés.
6. Poem contains unique details and vivid descriptive language.
7. Viewpoint is intentional.

Total This Section _____

Comments: _____

Poetic Devices (40 possible points)

1. Rhyme
 - a. If the poem is rhymed, is the rhyme scheme correct.
 - b. If there is no rhyme, are there compensating sound devices (alliteration, consonance, onomatopoeia, etc.) to provide aural appeal? (10 points)
2. Meter
 - a. Meter consistent throughout and appropriate?
 - b. If there is no meter, phrasing possesses a rhythmic flow to distinguish it from prose?
3. Poem is infused with imagery—specific sensory impressions, rather than broad generalities?
4. Literary devices such as metaphor or symbol add depth or layers of meaning to the poem.
5. Visual appearance: Structure is intentional and meaningfully connected to the content.

Total This Section _____

Comments: _____

3. Writing Mechanics (10 possible points)

Writer shows a clear understanding of the rules of capitalization, punctuation, spelling, and grammar/syntax OR consistently and intentionally in breaking rules.

Total This Section _____

Comments: _____

Total Points _____

(100 possible points)

Expository Writing (Essay) Junior & Senior High

Name _____ Date _____

School _____ City _____

Content (50 possible points)

1. Strong thesis statement, defined and clearly articulated.
2. Logical arguments that support of the thesis.
3. Sufficient specific, concrete, and relevant supporting details.
4. Avoids emotional appeals.
5. Intent is effectively obtained.

Total This Section _____

Comments: _____

Organization (20 possible points)

Elements support the theme/purpose and contribute to a unified whole. May include but not limited to:

1. Effective introduction that prepares reader for thesis.
2. Coherent, unified, fully developed, and logical paragraphing with strong topic sentences.
3. Logical progression of ideas and effective transitions
4. Conclusion that provides closure for the argument.

Total This Section _____

Comments: _____

Style (20 possible points)

May include but not limited to:

1. Effective vocabulary and word usage: fresh; precise; vivid; and free of clichés, avoids weak repetition, wordiness or awkward phrasings. Clear explanations.
2. Sentence structure: clear, forceful, varied and accurate (subject/verb agreement, subordination, etc.).
3. Approach to the topic: creative/original.
4. Ideas: consistently original; insightful; demonstrate sophistication and complexity of thought.

Total This Section _____

Comments: _____

4. Writing Mechanics (10 possible points)

The essay conforms to the rules of capitalization, punctuation, spelling, and grammar/syntax.

Total This Section _____

Comments: _____

Total Points _____

(100 possible points)