

DEPARTMENT I-27 – Writing

Superintendent – Marsha Nusbaum (443 244-279) marshanusbaum@gmail.com
Assistant Superintendent – Amy Schildwachter (443 547-53651) aschild@carr.org

Entries may be mailed or brought to The Carroll County 4-H Extension Office. 700 Agricultural Way, Westminster, MD 21158 – **Writing exhibits are due by June 24 to 4-H Extension Office**

Due to proposed Maryland budgetary constraints that are beyond the control of the Carroll County H/FFA Fair Board, Inc., the Board reserves the right to withhold a portion of premium monies, up to and including all of an exhibitors earned premium payment, for the 2025 4-H/FFA Fair.

- A 4-H or FFA member must be enrolled in a hobby, craft, or a money-making project in order to enter the Writing Department at the Fair.
- Written work will be judged and returned for display at the Fair.

RULES AND REGULATIONS – Writing Department

1. Entries are limited to original work, created solely by the exhibitor. There may only be one entry per category. Original work may not be copied or plagiarized in any form.
2. All work should be neatly printed or typed, double-spaced, on white 8 ½" x 11" paper with a title and page number at the top of each consecutive page.
3. There shall be a cover page on which the title of the work, the category in which it is entered, and the NAME of the writer/exhibitor is typed. This is the ONLY place your name should appear. Junior may have assistance with typing.
4. No originals should be entered. Exhibitor shall provide two (2) copies of work. All work should be stapled on the top left hand corner. The judges will be given a copy that they can write on, and the original entries will be hole punched and displayed in binders at the fair.
5. Writing will be judged with rubrics that will be put online by May 1st
6. When entering the poetry category, poems shall be typed one per page. ALL entries in the Collection of Poetry category should have the title of the poetry collection typed at the top of each page in the entry. Make an original title, so that the poems can be easily put together if they are separated.
7. Any entry that has been graded by a teacher and then entered with corrections from the teacher will not be accepted. 4Hers are encouraged to enter writing from school, but please make your corrections and enter a new revised copy.
8. Entries not following guidelines will not be awarded a blue ribbon regardless of the content.
9. Premiums – Class Champion - \$5; Blue Award -\$4.; Red Award - \$3.75; White Award -\$3.50

Section 001 – Writing

<u>Jr. (8-10)</u>	<u>Int. (11-13)</u>	<u>Sr. (14-18)</u>	
1001	2001	3001	Fiction Short Story
1002	2002	3002	Fiction Book
1003	2003	3003	Educational Book
1004	2004	3004	Non-Fiction Article (Research based)
1005	2005	3005	Personal Narrative
1006	2006	3006	Play/Skit
1007	2007	3007	Collection of Poetry (2-5)
1008	2008	3008	Song Lyrics

Section 002 – Writing Special Awards

Class 4011 Champion & Reserve Junior Writer – rosette & rosette

Class 4013 Champion & Reserve Intermediate Writer – rosette & rosette

Class 4015 Champion & Reserve Senior Writer – rosette & rosette

Class 4017 Champion & Reserve Writing Exhibit – rosette & rosette

**RUBRIC FOR CLASSES 1001-1005, 2001-2005, & 3001-3005 (Fiction Short Story, Fiction Book, Educational Book, Non-Fiction Article/
Essay (Research Based), Personal Narrative)**

NAME _____

AUTHOR

Six Traits	4	3	2	1
IDEAS & CONTENT	<ul style="list-style-type: none"> Includes a clearly presented central idea with relevant facts, supporting details, or explanations Establishes a well developed idea/plot, setting, and characters 	<ul style="list-style-type: none"> Includes a central idea with mostly relevant facts, supporting details, or explanations Establishes an idea/plot and setting 	<ul style="list-style-type: none"> Includes a central idea with limited facts, supporting details, and/or explanations Establishes a weak idea/plot and setting 	<ul style="list-style-type: none"> Includes a central idea but lacks related facts, supporting details, and/or explanations Establishes no real idea/plot or setting
NARRATIVE ONLY	<ul style="list-style-type: none"> Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> Provides little insight into why the event/experience was memorable 	<ul style="list-style-type: none"> Provides no insight into why the event/experience was memorable
ORGANIZATION	<ul style="list-style-type: none"> Organizing structure that includes paragraphs Engages reader creatively, relates significant events, and moves to a clearer conclusion 	<ul style="list-style-type: none"> Organizing structure that includes paragraphs Engages the reader, relates significant events, and moves to a conclusion 	<ul style="list-style-type: none"> Organizing structure with very few paragraphs Minimally developed sequence of events and fails to fully engage the reader or conclude 	<ul style="list-style-type: none"> Organization lacks paragraphing structure Sequence of events is not present or confusing and fails to engage the reader or conclude
SENTENCE FLUENCY	<ul style="list-style-type: none"> Sentences flow Sentence length 	<ul style="list-style-type: none"> Sentences flow Sentence structures are varied 	<ul style="list-style-type: none"> Sentences are fragmented, run-on, or confusing Sentence structures are limited in variety 	<ul style="list-style-type: none"> Sentences are incomplete and/or unclear
WORD CHOICE	<ul style="list-style-type: none"> Uses vivid descriptive language and concrete sensory details Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> Uses descriptive language and concrete sensory details Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> Uses limited, repetitive word choice Does not give a visual picture 	<ul style="list-style-type: none"> Uses dull, repetitive word choice Word choice may confuse the reader
GRAMMAR & SPELLING	<ul style="list-style-type: none"> Contains few (1-2), if any errors in conventions that make the writing easy to read and understand 	<ul style="list-style-type: none"> Contains some (3-4) errors that do not interfere with the meaning 	<ul style="list-style-type: none"> Contains frequent (5-6) errors that are noticeable and confuse the reader 	<ul style="list-style-type: none"> Contains so many (7 or more) errors that the writing is difficult to follow

Non-Fiction: Research/sources are properly cited (for Educational Book & Non-Fiction category)

RUBRIC FOR CLASSES 1006, 2006, & 3006 (Play/Skit)

NAME _____

AUTHOR

FIVE TRAITS	4	3	2	1
GRAMMAR & SPELLING	<ul style="list-style-type: none"> • Writer makes 1-2 errors in grammar or spelling. 	<ul style="list-style-type: none"> • Writer makes 3-4 errors in grammar or spelling. 	<ul style="list-style-type: none"> • Writer makes 5-6 errors in grammar or spelling. 	<ul style="list-style-type: none"> • Writer makes more than 6 errors in grammar or spelling.
CAPITALIZATION & PUNCTUATION	<ul style="list-style-type: none"> • Writer makes 1-2 errors in capitalization and/or punctuation. 	<ul style="list-style-type: none"> • Writer makes 3-4 errors in capitalization and/or punctuation. 	<ul style="list-style-type: none"> • Writer makes 5-6 errors in capitalization and/or punctuation. 	<ul style="list-style-type: none"> • Writer makes more than 6 errors in capitalization and/or punctuation.
WRITTEN IN SCRIPT FORMAT	<ul style="list-style-type: none"> • The script is written in the correct format (including stage directions). All lines have the correct margin and punctuation. 	<ul style="list-style-type: none"> • The script is mostly correct. Either the margin OR the punctuation is incorrect. 	<ul style="list-style-type: none"> • The script is slightly correct. Both the margins AND the punctuation is incorrect. 	<ul style="list-style-type: none"> • The script is NOT written in script format.
CREATIVITY	<ul style="list-style-type: none"> • The story contains many creative details and/or descriptions. 	<ul style="list-style-type: none"> • The story contains a few creative details and/or descriptions. 	<ul style="list-style-type: none"> • The story contains a few creative details and/or descriptions, but they distract from the story. 	<ul style="list-style-type: none"> • There is little evidence of creativity in the story.
EASY TO UNDERSTAND & FOLLOW	<ul style="list-style-type: none"> • Script is easy for a reader to understand and follow. It flows and makes sense. 	<ul style="list-style-type: none"> • Script has parts that are confusing but the overall intention is clear. 	<ul style="list-style-type: none"> • Script is difficult to read and understand. It does not flow. An attempt has been made. 	<ul style="list-style-type: none"> • Script does NOT make sense. Reader can not follow or understand the intention or where the script is going.

RUBRIC FOR 1007, 2007, & 3007 (COLLECTION OF POETRY)

NAME: _____

AUTHOR: _____

THREE TRAITS	4	3	2	1
ORGANIZATION AND OVERALL IMPACT	<ul style="list-style-type: none"> The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before. 	<ul style="list-style-type: none"> The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject. 	<ul style="list-style-type: none"> The form of the poem should be more appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, worn-out images, or other predictable choices 	<ul style="list-style-type: none"> The form of the poem is not appropriate to the subject. The poem does not enable the reader to see, hear, feel, or think about the subject.
ELEMENTS OF POETRY	<ul style="list-style-type: none"> Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout. 	<ul style="list-style-type: none"> Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise. 	<ul style="list-style-type: none"> Sensory details and figurative language may be overused, underused, or inappropriate to the subject; sound devices, such as rhyme, alliteration, or onomatopoeia, may be overused or underused, or they may fail to add to the meaning of the poem. Word choices may be vague, repetitive, or imprecise. 	<ul style="list-style-type: none"> There is no use (or consistently confusing or inappropriate use) or sensory details, figurative language, or sound devices. Words may be misused or unclear.
GRAMMAR: USAGE, MECHANICS, AND SPELLING	<ul style="list-style-type: none"> There are few or no errors in mechanics, usage, grammar, or spelling. 	<ul style="list-style-type: none"> There are some errors in mechanics, usage, grammar, or spelling. 	<ul style="list-style-type: none"> The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling. 	<ul style="list-style-type: none"> The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.