



PTA MEN'S ESSAY CONTEST

Men Making a Difference

Application Instructions and Judging Form 2017-18

PTA Men's Essay Contest - Men Making a Difference

This "ready to go" program is a statewide essay contest that explores the important and different contributions that men make in the lives and education of children – from our children's perspective. All men involved in a child's life—fathers, uncles, grandpas, brothers, step-fathers, mentors, neighbors, pastors, coaches and friends – impact the children they care about. Research clearly shows that male involvement positively influences academic success at all levels of schooling—preschool through college! When male figures are involved with student's schooling, they enjoy school more and perform better in and out of school. This statewide essay contest has multiple age divisions and reaches out to every local PTA, council, region and ultimately every family in our state.

- Essays will be scored on the Common Core Standards for Writing as listed below. Essays will be scored on content, organization, language/conventions, and style per the attached judging form.
- Deadline for submissions: **postmarked no later than March 1, 2018.**
- Entries must include completed and signed entry form, be typed or handwritten legibly on an 8 1/2" x 11" piece of paper and be no more than 650 words.
- Essays will not be returned, please keep a copy for your records.
- One entry per student, multiple entries from one student will be disqualified.
- Open to all Washington State students K-12 in public, private or home-school settings.
- Each entry must be an original, not written by parent or professional, has not previously won a prize and does not infringe the copyright or other proprietary rights of any third party.
- Awards will be presented at the 2018 WSPTA Reflections Celebration, April 28th at Green River College in Auburn.

Objective:

In an effort to help promote male engagement around the state of Washington, the objective of this contest is for students of all ages to write an essay about a male role model that has had a profound impact on their life. These essays, from a student's perspective, will serve to inspire positive male engagement.

When writing their essays, students can consider many questions including (but not limited to):

- Why is this male role model important in your life?
- What life lessons, ethics, or skills have they taught you?
- Why do you look up to him and appreciate having him in your life?
- How would your life be different without this person?
- How would other kids benefit from having a similar role model in their life?

Divisions:

Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Grades 1 & 2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



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Grades 3 - 5

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b) Provide reasons that support the opinion.
- c) Use linking words and phrases (e.g., because, therefore, since, for instance, in order to, in addition, consequently and specifically for example) to connect opinion and reasons.
- d) Provide a concluding statement or section.

Grades 6 - 8

Write arguments to support claims with clear reasons and relevant evidence.

- a) Introduce claim(s) and organize the reasons and evidence clearly.
- b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d) Establish and maintain a formal style.
- e) Provide a concluding statement or section that follows from the argument presented.

Grades 9 - 12

Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- b) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Special Author

Special Author – Elementary (kindergarten through 5th grade) and **Special Author – Secondary** (6th – 12th grade)

The Special Author division is an option for students with disabilities who receive services under IDEA or Section 504 to have the opportunity and accommodations they may need in order to participate fully in the program. The Special Author division offers modified guidelines to ensure that every student has the chance to be part of the program. The Americans with Disabilities Act (ADA) defines an individual with a disability as a person who:

- (1) Has a physical or mental impairment that substantially limits one or more of the major life activities of that person;
- (2) Has a record of such an impairment; or
- (3) Is regarded as having such impairment

Allowable accommodations include:

- Use of adaptive technology.
- A parent, teacher or other adult may assist with typing.

Assistance **MAY NOT INCLUDE** the actual writing or editing of the submission. All submissions must be solely created by the Special Author.



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APPLICATION

Student First & Last Name:		Student Grade Level:	
Division (Please check one):	<input type="checkbox"/> Kindergarten <input type="checkbox"/> Grades 1 & 2 <input type="checkbox"/> Grades 3-5 <input type="checkbox"/> Grades 6-8 <input type="checkbox"/> Grades 9-12 <input type="checkbox"/> Special Author-Elementary <input type="checkbox"/> Special Author – Secondary		
Essay Word Count (650 word maximum):			
Have you entered before?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Student Address:			
Student City & Zip Code:		Student Phone Number:	
School Name:		School City:	
PTA/PTSA Name:		PTA/PTSA#:	
Parent/Guardian First & Last Name:			
Parent/Guardian Email:			
Parent/Guardian Phone:			
Parent/Guardian Signature:			

By participating in this program and submitting this application you are allowing WSPTA to use the student information, student image, essay, and video recording of student reading essay in all publications that pertain to WSPTA, including but not limited to, posting on the WSPTA website and social media pages. All essays become the property of WSPTA and will not be returned. Submission of an essay constitutes acceptance of all rules and conditions.

Mailing Information:

Washington State PTA
 Attention: PTA Men's Essay Contest – Men Making A Difference
 1304 South Fawcett Ave., #300, Tacoma, Washington 98402
 ☎ 253-214-7410 ✉ PTAprgdir@wastatepta.org

Postmark Deadline: March 1, 2018

Please keep a copy for your records (paper and electronic if possible).



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JUDGING FORM:

Student Name: _____ Grade: _____

Division (Please circle one): Kindergarten 1st - 2nd 3rd - 5th 6th - 8th 9th - 12th
Special Author-Elementary (Kinder - 5th) Special Author-Secondary (6th - 12th)

PTA Name and #: _____ Essay Word Count: _____

PTA Men's Essay Contest - Men in Making a Difference

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ALL ESSAYS SHOULD BE SCORED WITH GRADE LEVEL APPROPRIATE EXPECTATIONS!

CONTENT (0-10 points each, up to 40 points total in this section)

- _____ Essay identifies the topic and demonstrates understanding of the topic
- _____ Essay maintains focus on the topic
- _____ Essay has personal details, examples, descriptions, anecdotes, or other evidence to support
- _____ Essay is properly developed (character, setting, events, etc.)

ORGANIZATION (0-10 points each, up to 20 points total in this section)

- _____ Essay has a clear introduction and conclusion and was well laid out
- _____ Essay is structured well and has strong transitions/linking words between paragraphs

LANGUAGE/CONVENTIONS (0-10 points each, up to 20 points total in this section, may not apply to special author)

- _____ Essay has grade level appropriate capitalization, punctuation, verb tenses, and spelling
- _____ Essay has grade level appropriate grammar and word choice/variety

STYLE (0-10 points each, up to 20 points total in this section)

- _____ Essay captures the interest of the reader
- _____ Subjective judge points

_____ **TOTAL POINTS (Maximum 100 points)**