

15TH Annual Westmorland Honey Festival - Essay Contest

BEE Involved – Your Ticket to a BEEutiful Community

*The Westmorland Honey Festival will be hosting an essay contest for students grades 2-12. The theme is **BEE Involved—Your Ticket to a BEEutiful Community**. We want to hear about ways you are involved and give back to your community or about someone you know in the Imperial Valley who is involved and gives back to the community!*

JUDGING:

The essay's will be judged by The Honey Festival Committee as well as select teacher's from around the Imperial Valley. Focus will be on use of the theme and will use the attached rubric (note there are two different rubrics grades 2-4 and grades 5-12).

AWARDS: November 16, 2019 starting at 11:15am: Westmorland Honey Festival Main Stage

1st place will be awarded a plaque and gift certificate to one female "Queen Bee" and one male "King Bee" in each grade band: Grades 2-4, 5-8, 9-12. Winners will be asked to read their essay at the festival upon receiving their award.

RULES:

Grades 2-4: Essays may be typed or hand-written and should be a minimum of one paragraph long.

Grades 5-8: Essays must be typed single spaced, between one and two pages but not exceed two pages.

Grades 9-12: Essays must be typed single spaced, between one and two pages but not exceed two pages.

HOW TO ENTER:





- Register on the Westmorland Honey Festival website: www.westmorlandchamber.com/events
- Click on 'Register': Queen Bee, King Bee Essay Contest – then complete the form
- Complete essay and mail to PO Box 517, Westmorland, CA 92281 OR email essay to: info@westmorlandchamber.com
- Essay should include a cover page with the following information:
 - Title
 - Author Name
 - Queen Bee King Bee (write only one)
 - School Name, Grade
 - Parent Name and Parent Phone Number

DEADLINE:

- **Essay must be received by Friday, November 1, 2019**

2019 Honey Festival

ESSAY WRITING RUBRIC GRADES 2-4

	3	2	1	SCORE
Organization 	My writing has a clear beginning, middle, and end.	It is not always easy to tell what is the beginning, middle, or end of my writing.	My beginning, middle, and end are very unclear.	
Content 	My writing makes sense. It has many details that help the reader imagine what I am describing.	My writing mostly makes sense and has some details.	My writing does not make sense and/or has few details.	
Theme 	The essay uses the theme perfectly and remains on topic throughout.	The essay uses the theme well but goes off topic some.	The essay does not talk about the theme.	
Mechanics 	All of my sentences have capital letters and end marks in the correct places.	Most of my sentences have capital letters and end marks in the correct places.	My writing is missing many capital letters and end marks.	
EACH SCORER WILL CHOOSE THEIR OVERALL FAVORITE ESSAY IN EACH GRADE BAND & GIVE THAT ESSAY 2 BONUS POINTS.			IF FAVORITE ESSAY ADD 2 BONUS POINTS	

TOTAL SCORE

SCORER'S NAME

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ESSAY WRITING RUBRIC GRADES 5-12

Persuasive Rubric

	4 Exceeding Standard	3 Meeting Standard	2 Approaching Standard	1 Not Meeting Standard	SCORE
Intro Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	The claim/theme is clearly written . Essay uses questions and/or a personal story to hook the reader.	The claim/theme is clearly written .	The claim/theme is not clearly written .	The claim/theme is missing .	
Reasons Students will be able to write arguments to support claims with clear reasons and relevant evidence. (CCS 6.1 a-e)	Essay includes 4 or more clear reasons .	Essay includes 3 or more clear reasons .	Essay includes less than three reasons and/or reasons are unclear .	Essay includes no reasons or reasons are unconnected to the claim .	
Structure Students will be able to produce clear and coherent writing, in which the development organization and style are appropriate to the audience. (CCS 6.4)	N/A	All paragraphs are at least 4 or more sentences long .	One or more paragraphs are less than 4 sentences long .	Essay is not written in paragraph form .	
Use of Theme Students clearly use the essay theme and tell a compelling, interesting, and/or creative narrative. The voice of the writer is strong and engaging.	Essay remains on topic throughout, uses the theme, and leaves the reader wanting to read more!	Essay uses the theme well. Consistent, compelling voice of the writer.	Essay uses the theme some but not consistently throughout. Writer does not engage the reader.	Essay does not use the theme well or at all.	
Spelling/Grammar Students will be able to plan, edit, re-write, revise, and re-approach their writing. (CCS 6.5)	The story has correct spelling, grammar, and punctuation. Less than 3 mistakes .	There are few spelling, grammatical or punctuation errors which slow the reader down and make it difficult to understand. 4-6 errors .	There several spelling, grammatical or punctuation errors in the story, which makes reading and understanding it challenging. 7-9 errors .	Story has many spelling, grammar and punctuation errors make reading impossible/very frustrating. 9 or more errors .	

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TOTAL SCORE

SCORER'S NAME