

• **ENTRIES.** TWO students from each grade level (grades 1, 2, and 3) may be entered in the Storytelling District Contest from each school.

ONLY ONE student from each grade level advances to State.

OPTIONALLY, districts may allow THREE students per grade level from each school to enter the District Meet, depending on space and resources available.

• **ADVANCING TO STATE.** The first place winners from each grade level advances to State. The second place winners will be the first alternates. The third place winners will be the second alternates (replacing the first alternates if they are unable to replace an absent State Qualifier) (See page 8 for complete rules for advancing to State. See page page 109 for an abbreviated chart for contest administration.)

• **NATURE OF THE CONTEST.** Contestants in Storytelling hear a short story of about two-to-three 8-1/2" × 11" pages in length (approximately 1000 to 1200 words). Contestants then retell the story **before a required audience** and an odd number of judges (one or three) within about 6 minutes. The object is for students to demonstrate their ability to speak before an audience, organize detail, and creatively re-tell the story that they have just heard. The judge(s) has/have not heard the story; therefore, they are not listening for minute detail, but for expression, intonation, characterization, and enthusiasm in the student's voice as he/she speaks. Eye contact with judge(s) and audience, posture, articulation, and **effective but not overuse of gestures**, are also important to the judging. **Students should be ranked lower if school uniforms or costumes are worn.**

• **SECTIONING.** Schools should enter their strongest student in the first position when registering in AMC. At District, contestants from the same school will be placed in different sections whenever possible. At State, contestants advancing from the same District will be assigned to different sections whenever possible. Once the speaking order has been set for a tournament, it may not be changed without permission from the District or State Meet Director.

• WHAT HAPPENS IN THE CONTEST.

- 1) The contest director will announce the time and place that contestants and adults should report for receiving evaluations and the announcement of contestants advancing to the final round.
- 2) All persons, other than contestants, will then be dismissed from the room. If there are 7 or fewer contestants in the contest, only one round is needed. If there are 8 or more contestants, up to six students will be assigned to a section. The contest director also serves as the reader for the section. The contestants and the reader only will be in the room when the story is read.
- 3) As roll is called and substitutes OR alternates are checked in, each contestant will be given a card on which the letter of his/her speaking order is written, in accordance to the Contestant Roster (**Do NOT change speaking order.**);
- 4) The Director/Reader shall read the story aloud to contestants only, while one Assistant Director keeps the hallway quiet and the other Assistant Director stays in the classroom to help the Contest Director, watching for infractions and helping to manage getting students in and out of the contest room.
- 5) Contestants then assemble quietly **outside** the room. One Assistant will organize children, while the other monitors **inside** the room. **Wait about two minutes before beginning the contest.**
- 6) The judge(s) may enter and make ready for the first contestant **by sitting in various parts of the room, NOT together.** Because the PSIA events are intended to be educational, audiences are **required** and welcome to the capacity of the room. **Contestants must wait outside the room with their letter cards.** (Coaching students between the time the story is read to them and their retelling of it is prohibited.) Once the first contestant is called in to speak, **NO ONE** should enter or exit the room, unless specified on the roster to do so. Make the verbal announcements in accordance to the Checklist. **ANNOUNCE the title of the story.**
- 7) Contestants will be called into the room by their letters one at a time according to speaking order listed on the roster. Contestants must stay in the contest room after their presentations **and maintain silence throughout the contest.**
- 8) Contestants will deliver their own versions of the

story that they heard read to them. **Contestants should NOT state their names or schools in their presentations.** Contestants may provide gestures to express meaning, but they should not walk around the room. We suggest that coaches tape off a 6 foot by 6 foot square and limit children's movement to within that box during their presentations. Children will be encouraged to speak no more than 6 minutes. A BEE reminder card may be held up for contestants who have spoken 5-1/2 minutes, but speaking more than 6 minutes is NOT a disqualification. **Judges should take no more than 1-1/2 minutes following the contestant presentation to complete his/her evaluation.**

9) After a couple of minutes following the last speaker, the director will accept judges' ballots and with the witness of the Assistant Director(s), place their independent rankings on the Ranking Sheet. The Director will use the **"Ranking Procedures for Speech Contests"** (page 17) to determine the winners.

10) The Contest Director will place Contestant ID Labels on each of the contestants' evaluation pages, which are to be returned to contestants at the Viewing Period and announcement of those advancing to Finals, if a prelim round.

• **PREPARATION FOR CONTEST.** Read and follow all instructions provided in the "Rules for ALL Participants" section of the *PSIA Academic*

Handbook. Observe and practice with students all rules and procedures delineated in the "Instructions to the Contestant" and in the "Checklist for Contest Directors." Preparation for the Storytelling Contest should include multiple opportunities for the student to listen to short stories (picture books for ages 4-8 are best) and retell them to an audience. Training in the speech curriculum provided by the school as it coordinates with the evaluation elements of this contest is essential. (*Sample story follows in member handbook*)

• **SECOND READING.** For contests where there are 8 or 9 total contestants, instead of breaking into prelims and finals, districts have the option of running a single finals round with a Second Reading. In this format, speakers A through D are read the story first at the beginning of the contest while the rest of the contestants are taken to another room and read the story about 25-30 minutes later. Try to use the same reader for both groups. One Assistant Director should remain with the second group at all times. After the second group has been read the story, the AD takes them to join the line in the hallway, quietly. The contestant continues and judges rank all 8 or 9 contestants. If there are 7 or fewer contestants or 10 or more contestants, Second Reading is not an option.



PRIVATE SCHOOLS INTERSCHOLASTIC ASSOCIATION



STORYTELLING

Individual Evaluation Sheet

SPEAKER ID: _____

(Contestant ID Label to be placed here AFTER judging)

NOTE TO JUDGES: The following criteria are of equal importance to evaluating contestants. Terminology used is only intended to assist the judge in determining winners. Check (√) appropriate box to indicate **your judgment** of this child's performance. Please make comments understandable for grade 1-3 contestants. BE SURE to identify the speaker ID letter, grade level, and section number for this student in the spaces above.

COMMENTS

	Needs Work	Satisfactory	Good	Excellent	Superior
Did the contestant command attention? Comment:					
Did the contestant tell the story with ease? Comment:					
Did the contestant exhibit enthusiasm? Comment:					
Did the contestant tell a story that might have the title you were given?					
Did the contestant exhibit originality in facial responses?					
Did the contestant exhibit originality in vocal interest?					
Did the contestant exhibit originality in characterization? Comment:					
Did the contestant seem relaxed? Comment:					
Did the contestant use good eye contact? Comment:					
Did the contestant use good posture? Comment:					
Were gestures effectively used, but not overdone? Comment:					
Did the contestant articulate well? Comment:					
Most importantly, did the contestant communicate effectively with the audience? Comment:					

OTHER CONSTRUCTIVE COMMENTS FOR THE CONTESTANT:

Make copies for each judge for the number of contestants in each section.

Judge's Signature _____

Judge's Printed Name _____



STORYTELLING

Standards for Evaluation and BALLOT

GRADE: _____

SECTION # or FINAL: _____

NOTE TO JUDGES: The following criteria are of equal importance to evaluating contestants. Terminology used is only intended to assist the judge in determining winners. Please make comments understandable and positive for contestants. **JUDGE INDEPENDENTLY.** Do not collaborate with other judges or contest director regarding your independent decision unless the contest director announces a 3-way tie.

Did the contestant...

... command attention?

... tell the story with ease?

... exhibit enthusiasm?

... tell a story that might have the title you were given?

Did the contestant exhibit originality in any or all of the following areas:

- facial responses
- vocal interest
- characterization

Did the contestant...

... seem relaxed?

... use good eye contact?

... use good posture?

... effectively use gestures?

... articulate well?

Most importantly, did the contestant communicate effectively with the audience?*Do not change speaker order without authorization from the Meet Director!*

SPEAKER ORDER & CONTESTANT ID	RANK given by Judge (1=best, 2=second best,...)	FOR CONTEST DIRECTOR USE ONLY: Add contestant name, school, and city AFTER contest has been judged
A		
B		
C		
D		
E		
F		
G		
H		
I		

Make copies for each judge in each section.

Judge's Signature: _____

Judge's Printed Name: _____

Elmer the Elk and Friends

Once upon a time, in the snowy mountains of Wyoming, there lived a shivery elk named Elmer. Elmer was no ordinary elk; he had a glossy coat and majestic antlers that reached towards the sky like the branches of a tall tree. But Elmer had one little problem – he was always cold!

Even when the sun shone brightly over the mountains, poor Elmer would shiver and shake, his breath turning into little clouds of mist. All he dreamt about was moving to sunny Florida, where he could bask on the beaches and never feel a single shiver again.

Elmer's best friend was Billy the Bighorn Sheep. Billy was quite the adventurer, with strong legs and curvy horns that made him look like a prince of the mountains. He loved to play games with Elmer, especially their favorite – mountain racing! Billy always won, leaping from rock to rock and climbing steep hills with ease. Elmer didn't mind, though. He knew that bighorn sheep were the best climbers around, and he cheered for Billy every time.

One chilly morning, as the frost still clung to the grass, Elmer said to Billy, "I'm tired of being cold all the time. I want to move to Florida and feel the warm sun on my back. I want to suntan on the beaches!"

Billy, munching on some sweet mountain grass, looked at Elmer with a twinkle in his eye. "That sounds like a dream, Elmer! But how will you get to Florida? It's a long, long way from here."

Elmer thought hard, his breath making puffs of white in the air. "I'm not sure yet, but I'll find a way. Maybe I can walk, or find a train, or even learn to fly!"

Billy laughed, his own breath joining Elmer's in the cold air. "Well, if anyone can do it, it's you, Elmer. But first, let's go see Trudy. She might have some ideas!"

So off they went to the sparkling river where Trudy the Trout lived. The water glistened like a thousand diamonds under the morning sun. They found Trudy splashing about, her scales shining like little rainbows.

"Hello, Elmer! Hello, Billy!" Trudy called, jumping out of the water and doing a flip. "What brings you to my chilly river today?"

Elmer explained his dream of moving to Florida for the warmth and the sunshine. Trudy listened, her eyes wide with wonder.

"That sounds delightful! But you'll miss the snow, the mountains, and the wildflowers. And what about us, your friends?" Trudy asked.

Elmer felt a tug in his heart. He loved the snow-capped mountains, the wildflowers that danced in the breeze, and most of all, his friends. He hadn't thought about what leaving them would mean.

"You're right, Trudy. I would miss you all terribly," Elmer admitted with a little sadness in his voice.

Billy nudged Elmer gently. "Why don't you try something new? Instead of moving away, we can find ways to keep you warm here. We can have more races, play hide-and-seek, and make big fires at night. We'll make sure you're so busy having fun that you won't feel the cold!"

Elmer's face lit up, and a warm feeling spread inside him – a feeling that wasn't from the sun, but from love and friendship.

"You know, that sounds like a great plan," Elmer said, smiling. "I don't need to move to Florida to be happy. I have the best friends right here!"

So they spent the day playing games. They raced (with Elmer getting a head start this time), they played hide-and-seek with Trudy, who was very good at hiding under the water, and when night came, they sat by a roaring fire that Billy had built. Elmer felt cozy and warm, wrapped in a blanket of stars and friendship.

From that day on, Elmer no longer dreamt of Florida. He found joy in every snowy day, playing with Billy and Trudy and all their friends. And whenever he felt a little cold, he remembered the warmth that comes from laughter, love, and friendship.

And so, Elmer the Elk, Billy the Bighorn Sheep, and Trudy the Trout lived happily ever after in their beautiful Wyoming home, where the mountains touched the sky.