



Utah State Board of Education \* Prevention and Student Services Team, Student Support \* 250 East 500 South \* PO Box 144200 \* SLC, UT 84114-2330 \* 801-538-7790

## 2022 -2023 Utah's "Do the Write Thing" Challenge INSTRUCTIONS FOR CLASSROOM TEACHERS

### Introduction

Thank you for involving your 7<sup>th</sup> and 8<sup>th</sup> grade students in the 2023 Utah **Do the Write Thing Challenge**. Across America, students are rising to the challenge of doing something to end youth violence. The **Challenge** offers middle school students the opportunity to examine the impact of youth violence on their lives, and to communicate in writing what they think should be done to change the culture of violence.

The **Challenge** emphasizes personal responsibility by encouraging students to make personal commitments to do something about the problems related to youth violence. The program ultimately seeks to give students the opportunity to break the cycle of violence in their homes, schools, and neighborhoods. Your involvement and support are crucial to the success of the **Challenge** in Utah.

**Carefully review** the following materials concerning program rules, entry deadlines, judging criteria, classroom discussion, and student recognition before presenting the program to your students—and to **be sure your students' writings will not be disqualified.**

### Program Rules

- Students may use any form of written expression (*e.g.*, essays, poems, plays, or songs), as long as the language is positive and not derogatory. Students may submit only one entry per year. All entries must be the work/product of only one student.
- Student entries, at minimum, **must address these three questions:**
  - **How has youth violence affected my life?**
  - **What are the causes of youth violence?**
  - **What can I do about youth violence?**

Writings that do not address these questions will not be advanced in the selection process.

- Entries must be in English.
- Proper citation is required if the student uses a quote or another person’s materials in his or her entry. **Writings based upon plagiarism will not be advanced in the selection process.**
- Editing of content, grammar or spelling by someone other than the student is not permitted. Only original student entries are eligible to be submitted by the teacher. Grammar and spelling are not considered in the scoring matrix.
- If a story is fictional, it must be identified as such to be advanced in the selection process; however, strong preference will be given to non-fiction in the final selection process.
- Please fill out the teacher survey completely. Only one completed “Teacher Survey” is required from each teacher. It is **critical that teachers keep track and complete the Teacher Survey as it helps validate the need for the program's existence and for Utah to continue to participate in at the national level. Teachers must report on the number of students participating in-classroom discussions, how many students prepared writings, and how many students submitted their writings.**

## Submission Process and Deadline

- The entry **submission deadline** is **Friday, January 13, 2023.**
- All submissions will be done online via a Qualtrics survey.
- Teachers interested to participate will need to **Register following [this link](#)**. Teachers will receive a specialized link for distribution to students. No deadline for preregistration. It is highly recommended to register early.

## Selection Criteria

All entries will be reviewed by Utah’s Do the Write Thing Committee, the Utah State Board of Education Prevention and Student Services Team, and VIP judges.

The 2022 DtWT Challenge VIP judges included: **Judith Atherton**, Retired District Judge; **Jill Bowers, author**; **Jenny Graviat**, Former District Board Member, Utah State Board of Education; **Matt Hymas**, Third District Board Member, Utah State Board of Education; **Carol Lear**, Seventh District Board Member, Utah State Board of Education; **Ellen Mayhew**, Wheeler Foundation; **Jim Moss**, Twelveth District Board Member, Utah State Board of Education; **Patty Norman**, Deputy Superintendent, Utah State Board of Education; **Meaghan Peine**, 2021 DtWT National Finalists, **Brett Peterson**, Director, Utah Division of Juvenile Justice Services; **Sasha Sloan**, Miss Utah 2021; and **Ben Younker**, Wheeler Foundation. Entries will be judged based on content, originality and responsiveness to the three questions as listed on page 1.

Grammar and spelling will not be used as criteria for judging entries, as this is an anti-violence initiative and the priority is to encourage students to examine the aspects of youth violence.

Encourage your students to describe what they feel are the causes of youth violence and offer specific suggestions about what they as individuals can do to reduce youth violence in their homes, schools, and neighborhoods. Personal responsibility for responding to the problem of youth violence should be emphasized. Students who share personal experiences about the impact of youth violence on their lives and the lives of their peers consistently receive top scores—for these reasons fictional stories are highly discouraged. The panel of judges will be looking at how well your students present their views on these matters and scoring will be based on the following criteria: Question Responsiveness, Content/Ideas, and Originality/Voice/Honesty.

## **Classroom Discussion**

Classroom discussion is not mandatory for participation in the Challenge. However, over the years we have found that participating students and their teachers gain much from the connections that result from exchanges about the impact of youth violence that occur in pre-writing classroom discussions. Teachers relate their amazement at the openness and honesty of classroom discussions. These discussions present excellent opportunities to identify and prevent youth problems before they reach a critical level.

Many teachers whose classes have participated in the Challenge have invited speakers knowledgeable about youth violence issues to lead pre-writing discussions. Other teachers have provided their students with selected readings or newspaper articles about youth violence in advance of the discussion to stimulate thought. Speakers or articles that emphasize personal responsibility on the part of students for responding to the problems of youth violence prove to be particularly useful.

The **National Campaign to Stop Violence [website](#)** has a discussion paper on the causes of and solutions for youth violence and other national resources that are helpful. The discussion paper is based upon writings of national finalists from the 2000 Challenge. Feel free to download and copy this material for classroom use or use any of the other materials available on the website.

**Utah's Do the Write Thing Challenge [website](#)** includes several lesson plans and Utah State Finalist books from prior years.

Consider the following sample questions to generate discussion among your students before they prepare their entries for the Challenge:

- How does youth violence affect your daily life?
- Where are you confronted with youth violence? Your home? Your school? Your neighborhood?
- What are some of the causes of youth violence in your community?
- What can you as an individual do to reduce youth violence in your community?

## **Standard Alignment**

The “Do the Write Thing Challenge” has been reviewed by a panel of highly qualified public school teachers. The Challenge has been aligned to meet all the English Language Arts Standards in Writing for Grades 7 and 8 (Standards W.7.1 - W7.10 and W8.1 - W8.10). Please note that we have determined Standards W.7.2 and W.8.2 to only be applicable to nonfiction submissions.

## **Student Recognition**

### **Local Level:**

Each writing will be read a minimum of three times by students from local universities. The two highest average score for the first round of reading will be selected from each school as State’s finalists. The writings will be submitted to teachers as the students enter them online, and prior to them being read. **Teachers, please review all writings and make an assessment if there is a potential issue such as ongoing abuse or suicidal threats and take appropriate professional actions. In addition, past experiences have shown that significant number of students’ writings have been disqualified due to insufficient requirements information such as parent signature. Please make everyone effort to enter all necessary and required information so your students’ writings will qualify and be evaluated.**

### **State Level:**

Two writings per participating school will be selected as State’s finalists and will be invited to attend a recognition luncheon where the top two authors will be announced in April 2023. State finalists will receive a scholarship deposit to their My529 Education Saving Account. The top two writings, as “National Finalists” or “Ambassadors,” will be announced at the recognition luncheon. The Utah DtWT Committee of the Utah State Board of Education hosts a recognition luncheon in late April (usually the fourth Friday of the month) to honor the finalists. The finalists, students’ parents, teacher, and principal will be invited to attend the recognition luncheon. **Utah DtWT will accommodate travel expenses for finalists and invited guests who live more than 50 miles radius of Salt Lake County according to the State’s travel policy.**

The Utah DtWT Committee will publish the writing of finalists and will distribute the publication to community, business, and governmental leaders as well as the National Do the Write Thing Campaign. This book will also be posted on the Board’s [website](#).

### **National Level:**

The top 24 writings, 12 boys and 12 girls, from across State will be selected and forwarded to VIP judges for final scoring and will be selected for two runners-up, and two “National Finalists” or “Ambassadors.” The two ambassadors will represent Utah and participate in various activities include attending the annual Promising Youth Conference at Snowbird, Utah 2<sup>nd</sup> week of May, being recognized at the Utah State Board of Education board meeting in May or June, and attending the National Recognition Week activities sponsored by the Kuwait-America Foundation and the Kuwait Foundation for the Advancement of Science in Washington DC in July. Their writings, along with other Ambassadors’ writings, will be published and placed in the Library of Congress. Teachers, please inform your students of these potential commitments if selected as National Finalists.

**Contact Information** - Please contact Cuong Nguyen at 801-538-7790 or [Cuong.Nguyen@schools.utah.gov](mailto:Cuong.Nguyen@schools.utah.gov) with any questions.

**Do the Write Thing and Standards Alignment**



Writing is the core component of the “Do the Write Thing” Challenge (DtWT). After classroom discussions about youth violence, participating middle school students are asked by their teachers to make a commitment not to be involved in violence and provide written answers to three questions:

1. How has violence affected my life?
2. What are the causes of youth violence?
3. What can I do to reduce youth violence?

The DtWT experience is flexible, allowing for adaptation as needed by school districts and individual classrooms. Thus, the writing component of DtWT can cover significant portions of the Common Core State Standards for English Language Arts:

***Writing***

Essays that include a narrative component, such as those that address the first question, can fulfill 3.A-E for grades 6, 7, and 8.

Essays that address the second two questions can fulfill 1.A-E, 2.A-F, 7, 8, and 9 for grades 6, 7, and 8.

All essays can be used to fulfill 4 for grades 6, 7, and 8.

Depending on the level of teacher involvement in students’ writing for the DtWT Challenge, the program can be used to fulfill 5 (peer review), 6 (technology), and 10 (writing over a range of time and revision) for grades 6, 7, and 8.

***Speaking and Listening***

Classroom discussions, before and after presenting DtWT can be used to fulfill 1.B-D for grades 6, 7, and 8.

| 7 <sup>th</sup> Grade | 8 <sup>th</sup> Grade |
|-----------------------|-----------------------|
| Writing               |                       |
| 7.1.A-E               | 8.1.A-E               |
| 7.2.A-F               | 8.2.A-F               |
| 7.3.A-E               | 8.3.A-E               |
| 7.4                   | 8.4                   |
| 7.5                   | 8.5                   |
| 7.6                   | 8.6                   |
| 7.7                   | 8.7                   |
| 7.8                   | 8.8                   |
| 7.9.A-B               | 8.9.A-B               |
| 7.10                  | 8.10                  |
| Speaking & Listening  |                       |
| 7.1.B-D               | 8.1.B-D               |

# “Do the Write Thing” Student Writing Evaluation Rubric

Top student writings should answer the three questions posed about youth violence, recount personal experiences and suggest solutions that can be initiated by the student and other individuals. Top student writings should be moving pieces of written expression.

|  | <b>Exemplary</b><br>25 to 21 pts   | <b>Strong</b><br>20 to 16 pts  | <b>Proficient</b><br>15 to 11 pts   | <b>Developing</b><br>10 to 6 pts  | <b>Beginning</b><br>5 to 1 pts   | <b>Score</b> |
|--|--|--|---|---|--|--------------|
| <b>CONTENT: Ideas</b><br><i>☒ main theme</i><br><i>☒ supporting details</i>  | Exceptionally clear, focused, engaging with relevant, strong supporting detail   | Clear, focused, interesting ideas with appropriate detail  | Evident main idea with some support which may be general or limited   | Main idea may be cloudy because supporting detail is general or off-topic   | Lacks central idea; development is minimal or non-existent   | ___/25       |
| <b>Originality: Voice</b><br><i>☒ personality</i><br><i>☒ sense of audience</i>  | <ul style="list-style-type: none"> <li>· Engaging, sincere</li> <li>· Strong sense of audience</li> <li>· Shows emotion: humor, honesty, suspense or life</li> </ul> | <ul style="list-style-type: none"> <li>· Appropriate to audience and purpose</li> <li>· Writer behind the words comes through</li> </ul> | <ul style="list-style-type: none"> <li>· Evident commitment to topic</li> <li>· Inconsistent or dull personality</li> </ul> | <ul style="list-style-type: none"> <li>· Voice may be inappropriate or non-existent</li> <li>· Writing may seem mechanical</li> </ul> | <ul style="list-style-type: none"> <li>· Writing is inauthentic.</li> <li>· No hint of this writer; may be plagiarized.</li> </ul> | ___/25       |
| <b>Originality: Honesty</b>  | Honest, expressive retelling of personal experiences & evaluation of causes of & solutions for violence  | Honest if occasionally clumsy retelling of personal experiences & causes of & solution for violence                                      | Honest retelling of personal experiences, but causes of and solutions are unoriginal  | Superficial retelling of personal experience. Predictable causes of & solutions for violence.   | Ideas expressed seem to be borrowed from other individuals or sources.   | ___/25       |
| <b>Question Responsiveness</b><br><i>How has youth violence affected my life?</i><br><i>What are the causes of youth violence?</i><br><i>What can I do about youth violence?</i> | All three questions Addressed<br>Connections Between questions Are interrelated & coherent   | All three questions addressed with connections to one another  | All three questions addressed, but one question dominated.  | Three questions addressed but connections among questions are weak.   | Only one Question Addressed  | ___/25       |

**No two essays should receive the same score.**

**Total: \_\_\_/100**

**Please mark the primary cause of youth violence identified in this writing:**

- |  |   |  |                                       |
|--|---|--|---------------------------------------|
| <input type="checkbox"/> Abuse                   | <input type="checkbox"/> Media                          | <input type="checkbox"/> Poverty                 | <input type="checkbox"/> Human Nature |
| <input type="checkbox"/> Peer Pressure / Gangs   | <input type="checkbox"/> Weapon Availability            | <input type="checkbox"/> Jealousy                | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Bullying/Gossip/Teasing | <input type="checkbox"/> Poor Parent/Environment        | <input type="checkbox"/> War                     |                                       |
| <input type="checkbox"/> Stress/Anger/Depression | <input type="checkbox"/> Low Self-Esteem / to look cool | <input type="checkbox"/> Divorce                 |                                       |
|  |   | <input type="checkbox"/> Drugs/Alcohol           |                                       |
|  |   | <input type="checkbox"/> Prejudice / Intolerance |                                       |

**Reader Comments** [make comments **ONLY** if there is an issue like ongoing abuse, suicidal threats, suspected plagiarism or something else we need to follow-up on with the school]: