

# Wisconsin Water Week Essay Contest



Brought to you by WSST

 **2021**  
**Wisconsin**  
**Water Week**  
March 8-12

*"We forget that the water cycle and the life cycle are one."*  
Jacques Yves Cousteau

**Deadline: April 1, 2021**

Write an essay on the topic given for your grade level

PK-2	<i>Every living thing on Earth needs water. How do we use water in our communities every day? What would happen if we didn't have water?</i>
3-5	<i>Every living thing on Earth needs water. How do we use water in our communities every day? What would happen if we didn't have water?</i>
6-8	<i>Wisconsin has over 15,000 lakes and thousands of miles of rivers and streams. It takes both scientists and the general public working together to protect all our water resources. Research an agency or organization in Wisconsin that collects data related to our surface waters. Write an essay that suggests the importance of water conservation and sustainable use of water resources based on the information you found.</i>
9-12	<i>Wisconsin Water Week is a statewide celebration of our water resources as well as an opportunity to bring attention to the issues facing our water resources. Research an issue facing our water resources in Wisconsin and provide actions that all people can do to help protect or restore our water.</i>

## Awards

The winning essay in each category will receive a \$100 prize and publication in the WSST newsletter and website. The teacher of the winning submission will also receive a \$100 prize. Additional highly rated essays may be published to the WSST website at the discretion of the contest organizers, as well as shared with the water community through the Wisconsin Lakes and Rivers Partnership through the Lake Tides publication

(<https://www.uwsp.edu/cnr-ap/UWEXLakes/Pages/resources/newsletter/default.aspx>). Results will be announced at [www.wsst.org](http://www.wsst.org) on April 22, 2021 and the teacher of the winning entries will be notified.

## Eligibility

Any classroom teacher in Wisconsin can submit one student essay in the appropriate category. Student essays must be original work. Student essays must be submitted in one of four categories: PK-2, 3-5, 6-8, and 9-12.

## Format

- PK-2 category: Essays should be between 150-300 words and can include a picture. PK-1 teachers can help with the conversion of spoken essay to text.
- All other essays should be **500 words or less** in length. The essays must be typed, 12 point font, and double spaced.
- Text to speech and other adaptations may be made at any grade level based on a student's Individualized Education Program.

## Submission

Any teacher in Wisconsin can submit **ONE** essay in the appropriate category. Submissions should be emailed as **ONE** file that includes both the essay and release form in .pdf format to [essay@wsst.org](mailto:essay@wsst.org). All submissions must be received by 5:00 pm (CST) on April 1, 2021.

Essays submitted after 5:00 pm (CST) on April 1, 2021, are longer than 500 words, or do not include a signed release form will be disqualified. Submissions that cannot be read will not be judged. Multiple essays submitted in one age category from the same teacher will be disqualified. The decisions of the judges are final.

# Wisconsin Water Week Resources and Support



**Background:** For over thirty years, the Wisconsin Lakes and Rivers Convention has been an annual gathering of lake and river lovers of all stripes: Lake and River Stewards, Lake Leaders, Lake and River Professionals, and the members of the Wisconsin Lakes Partnership.

Meeting together to share research, management options, and educational strategies, convention participants gain new ideas and a renewed support network.

This year, the event has gone virtual and has grown to be the first ever Wisconsin Water Week. Because students are such important water stakeholders, we invite them to join this network by participating in the essay contest.

Here are some resources that may be helpful:

Videos from 2020 Lakes and Rivers Convention:

<https://www.uwsp.edu/cnr-ap/UWEXLakes/Pages/programs/convention/2020/default.aspx>

**Connect with Water Professionals:** Do your students want to connect with a water professional to ask questions? Fill out this [form](#) to indicate the student's interest and needs and we'll do our best to connect them with a water professional who can help!

## **Judging Criteria**

### **Adherence to Topic (50%)**

The essay clearly addresses the theme of the competition and answers the question specified for each grade level. In addition to answering the question, the essay provides a clear understanding of the process of science and is scientifically accurate.

### **Creativity (30%)**

Points in this category are awarded to essays that provoke a lot of thought by the reader, express ideas in novel ways, make clever use of vocabulary, or use interesting metaphors or poignant stories.

### **Structures (20%)**

The essay is organized in a way that makes it easy for the reader to follow. In addition, the essay shows grade level appropriate use of grammar, vocabulary, and writing conventions. The essay must be typed using 12-point font, double spaced and less than 500 words. Teachers of students in the PK-2 category can help with conversion of spoken essays to text.

Results will be announced at [www.wsst.org](http://www.wsst.org) on April 22, 2021 and the teacher of the winning entries will be notified.

# Rubric for Science Matters Essay Contest

Entry Number: \_\_\_\_\_ Reader: \_\_\_\_\_

Criteria	Exemplary (8)	Proficient (6)	Basic (4)	Not Demonstrated (Less than or equal to 2)	Points
<b>Adherence to Topic</b> (Development of Ideas & Content)	Well-developed ideas; introduces ideas, and responds to Essay prompts connecting with core content of the topic.  The essay provides a clear understanding of the process of science and is scientifically accurate.	Developing ideas, sometimes connecting with core content of the Essay topic.  The essay provides some understanding of the process of science and is mostly scientifically accurate.	Ideas are there but not fully developed; does not connect with core content of the Essay topic.  The essay provides limited understanding of the process of science and is barely scientifically accurate.	Poorly developed ideas, which do not add to or connect with core content of topic.  The essay does not provide an understanding of the process of science and is not scientifically accurate.	
<b>Creativity</b> (Critical Thinking)	Clear evidence of critical thinking application, analysis, synthesis, and evaluation. Essay entry characterized by clarity of argument, depth of insight into issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments well supported.  Essay entry has clever use of vocabulary, or uses interesting metaphors or uses poignant stories.	Beginning of critical thinking, Essay entry tends to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts or textual information rather than address issues.  Essay entry is articulate and understandable, but there are minor errors in clever use of vocabulary or, interesting metaphors or, poignant stories.	Critical thinking evidence not fully formed in Essay entry. Several tangential issues addressed. Some accuracy, but much more analysis and thought needed. Almost exclusively repeating information from the text's materials rather than addressing issues.  Essay entry is well written but does not include clever use of vocabulary or use interesting metaphors or use poignant stories.	Poorly developed critical thinking.  Essay is poorly written and does not include clever use of vocabulary or use interesting metaphors or use poignant stories.	
<b>Structures</b> (Writing Mechanics, Clarity, Format & layout, timeliness)	Essay entry is well articulated and understandable; flawless grammar, punctuation, and usage.  Follows the format and layout according to guidelines provided.  Essay entry completed and submitted on time.	Essay entry is articulate and understandable, but there are minor errors in grammar, punctuation, and/or usage.  Follows the format and layout according to guidelines provided but there are minor errors.	Essay entry is occasionally difficult to understand with several errors in grammar, punctuation, and/or usage.  Follows the format and layout according to the guidelines but there are several errors.	Essay entry is difficult to understand with many errors.  Follows the format and layout according to guidelines, but has many errors.	
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# Science Matters Essay Contest

## Participant Release Form

Your essay may be published and/or displayed on a public internet website ([www.wsst.org](http://www.wsst.org)) as well as in other formats, including the WSST newsletter. By signing this release form you and/or your parent or legal guardian acknowledge that the essay may be made publicly available and you and/or your parent or legal guardian consent to this use of your essay. The scanned release must be received by WSST as part of your essay submission by 5:00 pm (CST) on April 1, 2021.

I agree that my essay may be used, edited, reproduced, distributed, and presented in any non-commercial educational way deemed proper by the contest organizers without any additional consent, or payment to me or anyone else. There is no time limit on the validity of this release nor is there any geographic limitation on where my essay may be used, distributed or presented.

In addition, I certify that the essay submitted for this contest is my own work.

Name of Student (print): \_\_\_\_\_ Grade Level: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

\_\_\_\_\_ Zip: \_\_\_\_\_