



The 2010 NYS Spanish Spelling Bee Final Competition

Coordinated by
The New York State Spanish BETAC
New York University's Steinhardt Metropolitan Center for Urban Education
Official 2010 Guidelines and Rules

OVERVIEW

The 2010 New York State Spanish Spelling Bee Final Competition (aka NYS Spanish Bee Final Competition) will take place at the *Auditorium of Scholastic World Headquarters in New York City* on Friday, May 28, 2010. The NYS Spanish Spelling Bee Final Competition is open to students who:

1. are registered in grades 4, 5, 6, 7, or 8 during the 2009-2010 academic year,
2. have participated in and won a school-wide or district-wide Spanish Spelling Bee between September 1, 2009 and April 30, 2010.

Students who want to participate in the NYS Spanish Bee Final Competition may be Spanish language speakers or Spanish language learners, and their participation is independent of the instructional program offered to them at school, i.e., bilingual, ESL, dual language, foreign language, or FLES.

Districts with more than one school with students who want to participate in the NYS Spanish Spelling Bee Final Competition may be represented at the finals in NYC by up to two student winners – one representing grades 4/5 and one representing grades 6/7/8. These districts are encouraged to conduct a district-wide Spanish Spelling Bee final competition to select their winners.

Districts with only one school with students who want to participate in the NYS Spanish Bee Final Competition may also be represented at the finals in NYC by up to two student winners – one representing grades 4/5 and one representing grades 6/7/8. These schools are encouraged to conduct a school-wide Spanish Spelling Bee final competition to select their winners.

In cases where schools with students who want to participate are in districts that do not conduct district-wide competitions, each school may also be represented at the finals in NYC as described above, by up to two student winners – one representing grades 4/5 and one representing grades 6/7/8.



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GUIDELINES

These guidelines apply to the 2010 New York State Spanish Spelling Bee Final Competition. They are made available to participating schools, teachers, and students in advance of the NYS Spanish Spelling Bee Final Competition. NYS schools and districts planning to participate in the final competition are encouraged to follow these guidelines and rules for their local spelling bees.

1. Participating schools or districts must designate a Spanish-speaking administrator or teacher who will coordinate and promote a school/district level competition, facilitate the participation of the winner at the final competition in NYC and provide information about the student's participation in the Spelling Bee to the parents of the finalists.
2. Schools/Districts may conduct classroom, school-wide, and district wide competitions as needed, but **only one** finalist from grades 4/5 and **one** finalist from grades 6/7/8 may represent each district or school in the final competition on May 28, 2010. Therefore, grades 4 and 5 will compete together, and grades 6, 7, and 8 will compete together; there will be two winners per category – a first place and a second place.
3. Local spelling bee officials are responsible for selecting the word lists for use at the local spelling bees. Word lists may be developed through the Spanish glossaries for the appropriate grades available from the NYSED website or through Spanish dictionaries or Spanish language textbooks. Visit the following link for the subject area (math, science, social studies) glossaries: http://www.emsc.nysed.gov/biling/bilingual_glossaries.htm
4. The **NYS Spanish Bee Final Competition Intention to Participate Registration Form** must be submitted no later than **December 4, 2009** via fax “Attn: Dr. Gail Slater” at 1-212-995-4199 or via email to gail.slater@nyu.edu; you may also contact Dr. Slater by phone at 1-212-998-5060. Please leave a detailed message on voice mail, and include the local Spelling Bee Coordinator's name when leaving a message.
5. To qualify for the 2010 New York State Spanish Spelling Bee, a speller must have participated in and won a school or district-wide Spanish Spelling Bee on or before April 30, 2010.
6. Once the names of the local winners are available, the ***Student Participation Form*** must be completed, signed by the participating students and their parents, and submitted to the NYS Spanish BETAC no later than May 5, 2010 in order to participate in the New York State Spanish Spelling Bee Final Competition.
7. The completed ***Appearance Consent and Release Form*** is a requirement for participation in the New York State Spanish Spelling Bee Final Competition. The competition will be both televised and recorded, and pictures of students and the audience will appear in various media, hence the release form must be signed by the parents/guardians of participating students and submitted to the NYS Spanish BETAC no later than May 5, 2010.



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8. Responsibilities of Event Officials

- The NYS Spanish BETAC is responsible for the overall planning and organization of the final competition, which brings together students from throughout the State of New York.
- The Pronouncer and judges are in charge of the competition on the day of the event, with one team of judges for each grade level. Preparation starts in advance of the competition when guidelines, lists of words and sentences, and other relevant details are thoroughly reviewed, and two Lead Judges are selected.
- During the competition, if a question arises among the officials, the Lead Judge and/or the Pronouncer may stop the competition, address the question in private by convening on-site, and when they reach a final decision, the Lead Judge articulates to the public both the question and the decision before continuing with the event.
- Challenges or appeals to the judges' decisions by participants or members of the audience will not be considered.

9. Responsibilities of the Judges

- Judges will uphold the rules and determine whether or not words are spelled correctly; judges' decisions are final; there are no appeal mechanisms in this competition.
- Judges will disqualify a speller from the competition who:
 - does not comply with the eligibility requirements, prior to or during the competition
 - is not present when his/her name is called
 - engages in impolite or inappropriate conduct
 - does not approach the microphone when it is time to receive the word
 - fails to start spelling when prompted
 - alters the sequence of the letters already mentioned when in the process of restarting/retracing a spelling, or
 - utters unintelligible or nonsense sounds in the process of spelling.
- Judges will not accept any challenge or appeal to their decisions.
- Judges will not allow participants and/or members of the audience to interrupt.
- Only judges may ask for a playback of the current student's spelling.



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10. Responsibilities of the Pronouncer

- The Pronouncer meets with the Judges before the start of the competition to review the words and sentences, and to make any necessary last minute adjustments where needed.
- The Pronouncer ensures that the students are seated and ready, and may give words of encouragement to participants.
- The Pronouncer pauses for the individual contestant to take a position in front of the microphone.
- In each instance, the Pronouncer will enunciate each word in a clear, distinct and audible manner as follows: the Pronouncer will read the word twice, then read the sample sentence provided by the Judges, and repeat the word for a third time.
- The Pronouncer may repeat the reading of the word and sentence if students request it; no more than three readings may be provided.
- The Pronouncer shall pause for students to start within a reasonable time (no more than a minute), and encourage students or seek advice from the judges if a student fails to begin to spell the word provided.
- The prepared word lists are graduated in difficulty; the pronouncer will begin a new word list or round when the previous list is exhausted, or when there are not enough words on the previous list for each speller remaining in the competition to spell a new word; these words may have been used in competitions held during previous years.
- The word list for the final two students is a separate list of more difficult words that has not appeared before, or at least rarely, in previous competitions.

11. Responsibilities of the Spellers

- Spellers are encouraged to have a nutritious meal at home before departing for the event; they should bring a bottle of water and snacks with them to the competition. However, there will be no drinking, eating or gum chewing on the stage or in the auditorium during the event. Students will need to wait for an appropriate break during the competition to eat and drink.
- Spellers are expected to arrive appropriately dressed for the event one hour before the start of the competition.
- Spellers will each receive a medal and lanyard, a nametag, a copy of the program, assorted books, and other awards, upon arriving at the auditorium. Accompanying adults will receive Metro Cards to help defray transportation expenses to the event site.



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- Spellers will be seated with their parents, teachers or guardians until their names are called to step up to the stage; they will be assisted at the stage for seating arrangements, where final instructions will be provided.
- Once on the stage, the group of spellers will be read the competition rules, including the guide to the accented letters and digraphs; spellers will be encouraged to pronounce the word both before and after spelling it, although this is not mandatory and a speller will NOT be eliminated for failing to pronounce the word either before or after spelling it.
- Spellers may ask the Pronouncer to repeat the word and the sentence up to three times.
- Spellers must face the judges and utter each letter distinctly and with sufficient volume to be understood by the judges.
- Spellers are responsible for their understanding of the pronunciation of the word; if the pronouncer does not provide a clear pronunciation or provides an incorrect sentence, the judges or event organizers may step in and have the recorded word repeated; only in extreme cases will an alternate word be provided.
- After beginning to spell a word, spellers may stop and start over, retracing the spelling from the beginning. However, in retracing, there can be no change of letters or their sequence from those first pronounced even if originally misspelled.

12. Winning or Losing

The oral spelling must be correct and complete, including accent marks AND “diéresis”, for the speller to advance to the next round.

- Upon incorrectly spelling a word, the speller shall be immediately eliminated and may exit the stage to join his or her family.
- The competition continues until there are only two spellers remaining in the competition.

13. Rule changes

When only two Spellers remain in the competition and on the stage, the 1st place winner is declared when one of the two remaining contestants:

- correctly spells the word that was spelled incorrectly by the previous speller
- and**
- correctly spells one additional word immediately following the previous word.



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14. Awards

At the end of the competition, students who achieved first and second places for each grade band, 4/5 and 6/7/8, will receive a trophy indicating winning place and a certificate endorsed by State officials.

Additional awards for the 1st and 2nd place students of grades 4/5 and 6/7/8 may include dictionaries, books, and tickets to local events.

Other awards may be available for the winners and this may be made known and disclosed before or on the date of the event.

The event program will list all participating students and their districts/schools and the logos of organizations providing support for the event.

15. See *“Clarification Guide for the Names of Special Letters and Sounds”* below.



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CLARIFICATION GUIDE FOR THE NAMES OF SPECIAL LETTERS AND SOUNDS

<i>Letras</i>	<i>Nombre</i>
b	be larga; be alta * *Su nombre es <i>be</i> , <i>be alta</i> o <i>be larga</i> . <u>Sin embargo</u> , para este evento no se acepta “ <i>be</i> ” ya que queremos distinguir esta letra de la “ <i>ve</i> ”.
ñ	eñe
q	cu
r	ere; erre * *Su nombre es <i>ere</i> cuando se quiere hacer notar su carácter vibrante simple o <i>erre</i> , cuando se quiere hacer notar su carácter vibrante múltiple. (En final de sílaba, agrupada con otra consonante en la misma sílaba y en posición intervocálica, es un fonema consonántico vibrante simple. En los demás casos, y combinada con otra <i>r</i> , representa un fonema vibrante múltiple.)
v	uve; ve baja; ve corta* *Fonema consonántico labial y sonoro, el mismo que la <i>b</i> en todos los países de lengua española. Su nombre es <i>uve</i> , <i>ve</i> , <i>ve baja</i> o <i>ve corta</i> . <u>Sin embargo</u> , para este evento no se acepta “ <i>ve</i> ” ya que queremos distinguir esta letra de la “ <i>be</i> ”.
w	uve doble; ve doble; doble ve * * Su nombre es <i>uve doble</i> , <i>ve doble</i> o <i>doble ve</i> .
y	i griega; ye * *Su nombre es <i>i griega</i> o <i>ye</i> . En áreas, como el Río de la Plata, se articula con rehilamiento. Cuando es final de palabra se pronuncia como semivocal; p. ej., en <i>soy</i> , <i>buey</i> . La conjunción <i>y</i> se pronuncia como consonante cuando la palabra anterior termina en vocal y la siguiente empieza también en vocal; p. ej., en <i>este</i> y <i>aquel</i> ; representa a la vocal <i>i</i> si está entre consonantes, p. ej., en <i>hombres</i> y <i>mujeres</i> ; y adquiere valor de semivocal o semiconsonante cuando forma diptongo con la última vocal de la palabra anterior, p. ej., en <i>yo</i> y <i>tú</i> , o con la primera vocal de la palabra siguiente, p. ej., en <i>parientes</i> y <i>amigos</i> .
z	zeta; zeda * *En la mayor parte de España, representa un fonema consonántico fricativo, interdental y sordo, distinto del correspondiente a la <i>s</i> ; en casi toda Andalucía, así como en Canarias, Hispanoamérica, etc., se articula como una <i>s</i> . Su nombre es <i>zeta</i> o <i>zeda</i> .
Dígrafos	Dos letras con un solo sonido
ch	che * *Su nombre es <i>che</i> . Dígrafo que, por representar un solo sonido consonántico de articulación africada, palatal y sorda, como en <i>mucho</i> o <i>noche</i> .
ll	elle * *Avance propuesto en la vigésima tercera edición. Su nombre es <i>elle</i> . En gran parte de los países y regiones hispánicas se pronuncia como <i>y</i> , con salida central del aire, y con sus mismas variaciones de articulación.
rr	erre * *Una <i>r</i> combinada con otra <i>r</i> , representa un fonema vibrante múltiple. Su nombre es <i>erre</i>
Diéresis	
ü	u con diéresis
Vocales acentuadas	Expresión y nombre de la Vocal con acento (dos posibilidades en cada caso)
á	a acentuada; a con acento
é	e acentuada; e con acento
í	i acentuada; i con acento
ó	o acentuada; o con acento
ú	u acentuada; u con acento