

NATIONAL GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all national competitive events and are in addition to each event's specific guidelines. Guidelines are subject to change. Please refer to the EdRising Membership Portal for the latest version.

Failure to follow the stated guidelines will result in disqualification of the student competing.

Students intending to compete at the Educators Rising National Conference must complete 3 required steps:

1. **Be an Active-level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. [Click here to join.](#)
2. **Complete the online application** and upload all required materials in their final form by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **This is NOT done automatically if you competed at a state or regional conference.**
3. [Register to attend](#) the Educators Rising National Conference.

Eligibility

- Students must be paid Active-level student members of Educators Rising by **February 1st** of the year in which they are competing. **Check or credit card payment must be received in the National Office by February 15th to be considered an Active-level member.**
- **Students may only compete in one competitive event.**
- **For contests:** Teacher leaders may enter up to two entries (individual or dual) per school in each event per division.
 - Dual means two students participating.
 - For dual entries consisting of students of varying grade levels, the entry will be placed in the division for the grade level of the most senior member.
- **For competitions:** Teacher leaders may enter up to two entries per school in each individual event per division and one team for team events per division. Competitions/contests that are marked as individual or dual will be considered individual events for this purpose.
 - All team events must have at least two students (and no more than four) per school to qualify.
 - For teams consisting of students of varying grade levels, the team will be placed in the division for the grade level of the most senior member.
- If a competitor is from a state that holds state competitions/contests, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitive events. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitive events, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference.
- For contests, you must compete in a state-level event in order to be eligible to compete at the Educators Rising National Conference. Only entries scoring 97-100 will be eligible to advance to nationals. No other entrants from states that offer the competitive events at the state level will be eligible for those state-level-offered competitive events.
- For national team competitions, schools are permitted to replace up to fifty percent of the original team members who qualified at the state-level. Substitutions are not permitted in Individual or Dual competitions or contests. **Replacements can be made up to 7 days prior to the conference. No replacements can be made after this time or onsite.**
- For states that do not offer state-level competitive events, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions. This does not apply to contests since you must qualify at state first before moving to nationals.
 - For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking competition or don't compete in the state-level competitions at all — you cannot compete in Public Speaking at the National Conference this year. If you live in a state that didn't hold a Public Speaking state-level competition, you may register to compete in that event at the Educators Rising National

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Conference.

Division of Competition

- The breakdown of grades noted below indicates levels for competition entries. Not all competitions are open to all divisions.
 - Middle School — Grades 7, 8
 - High School Junior Varsity— Grades 9, 10
 - High School Varsity level — Grades 11, 12
 - Collegiate level – Undergraduates only
- Registering in the incorrect division will result in disqualification.
- Teams of students from varying grade levels will be placed in the division for the grade level of the most senior member.

Application and Submission

- All submitted materials must reflect original work from the 2026-2027 school year. Material that may have been created or submitted in previous years is ineligible.
- **To be scheduled to compete in a national competition, all competitor applications, national dues, and required materials must be submitted online by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal. **Deadline extensions will NOT be granted.****
 - **All competitions and contests require an online application submission, even if no additional items need to be submitted.** Students who have won state-level competitive events must also submit their entries on the national website by the deadline to compete at the national conference. Your state does not do this for you.
 - **Only one application can be submitted for team competitions** which lists all team members in all places indicated on the application form.
 - Each competition guideline will identify the materials are required for submission before the competition. Failure to submit the required materials by the submission deadline will result in disqualification. All submitted materials must be in their final form.
- All video files submitted in advance must be uploaded to YouTube and be linked to the application form. Videos will not be accepted by mail. All videos and presentations must be brought to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance.

- Laptops and projectors will be provided. Students should bring their own pointing device if needed. Except when explicitly specified, the Internet may not be used during a competition presentation at the Educators Rising National Conference.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference. Plan to arrive no later than 11 am on the first day of the conference and stay through the awards ceremony on the final day.** Conference dates and locations will be posted on the Educators Rising website and Membership Portal.
- Competitors must report to their assigned areas on time. Failure to report at their scheduled time can result in disqualification. ***Competition schedules will be posted in the [Educators Rising Membership Portal](#) one month before the conference.*** Be sure to check these schedules before planning your travel.
- Competitors are expected to dress in business-casual attire. (See the section Competition Dress Code for details on what is acceptable.) Points may be deducted from the entrant's score for failing to follow the dress code.
- Spectators are only permitted in the competitions marked "Open to Spectators." This includes parents, chaperones, teacher leaders, and other attendees. Spectators may not coach or offer any verbal or nonverbal assistance to a contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in the disqualification of the contestant.
- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

Judging and Scoring

- Scoring is based on the posted individual competition rubric.
- Final scores will be based on a scaled score. Scaled scores are calculated using several methods, including judges tie breakers and room normalizations.
- Judges will break ties in all competitive events.
- To accommodate a large number of competitors, we use multiple rooms, each with its own set of judges. We employ a well-established mathematical method to normalize scores to ensure fairness across these rooms. This method helps balance judge subjectivity and ensures all competitors have a fair shot, regardless of their assigned room.
- In each competitive event, each competitor gets an average score from the judges which is averaged with the partner judge. If there is a deviation of more than one standard

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deviation between rooms, the two rooms are normed against one another to that deviation. The final scores used for ranking are the normalized scores (also known as scaled scores).

- Perfect scores will be excluded from the normalization process when scoring is normalized. If more than one student in the same division in the same competition receives a perfect score, a second set of judges will review the recorded presentations for those students to make a final decision.

Awards

- **For Competitions:** Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. All places will receive electronic certificates after the conference.
- **For Contests:** Ribbons will be awarded to students in each category in each division with scores as follows:
 - Blue-Scores 97-100
 - Red-Scores 93-96
 - White-Scores 90-92

Inquiry Process

- The student scores will be released directly to the participating student(s) after the conference. The scores will provide individual judges' scores, the average score for the two judges, and the normalized score (if necessary).
- Students will have 3 business days to file an inquiry regarding the validity of their score. They must complete the online inquiry request form and submit all required documentation for consideration. **No appeal will be accepted after the 3-day period.**
- Staff will review the scoring and respond to the inquiry within 30 days. **All decisions are final.**

Competition Dress Code

All competitors are expected to dress in business casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as business casual.

- **Slacks, Pants, and Suit Pants**
Slacks similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, nice-looking dress synthetic pants and jeans without holes are acceptable. Inappropriate slacks or pants include jeans with holes, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants that people wear for biking.
- **Skirts, Dresses, and Skirted Suits**
Casual dresses, skirts, and skirts that are split at or below

the knee are acceptable. The length of the dress and skirt should be comfortable for sitting in public. Mini skirts, skorts, sundresses, and spaghetti-strap dresses are inappropriate.

- **Shirts, Tops, Blouses, and Jackets**

Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with political messaging and/or potentially offensive terms, logos, pictures, cartoons, or slogans; halter tops; tops with bare shoulders; sweatshirts; and t-shirts unless worn under another blouse, shirt, jacket, or dress.

- **Shoes and Footwear**

Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Coverings**

Hats are not appropriate inside the building. Head covers required for religious purposes or to honor cultural traditions are allowed.

Citations, References, and Copyrighted Material

- In competition submissions, all ideas, text, images, and sound from other sources used for the competition must be cited.
- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written permission must be obtained to display and present media-related materials at the Educators Rising National Conference and post-media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with the entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)
- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students from competing if they determined that any part of their documents have been plagiarized.

Use of AI

- Unless specifically stated in the guideline, the use of artificial intelligence (AI) software and programs is strictly prohibited in creating and preparing all materials submitted for Educators Rising competitions. This includes but is not limited to, documents, graphics, speeches, videos, and presentations. All submitted work must be the original and independent creation of the participant. Use of spelling and grammar check is allowed.

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- Students competing will attest that they did not use AI in the development and delivery of their competition. Students found in violation will be disqualified from the competition.

Electronic Devices

- Recording devices are not allowed in competitive events.
- All electronic devices, including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.
- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all deadlines, updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.
- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.
- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.
- Student Privacy and Protection Requirements: Submitters are responsible for ensuring that all competition materials comply with the Family Educational Rights and Privacy Act (FERPA) and all applicable local district policies regarding student privacy and data protection. Any submission containing identifiable student information—including, but not limited to, names, faces in the video, voice recordings, voices, or student work samples—must have appropriate documented consent from parents/guardians and/or students, as required by applicable laws and district policies. If permission has not been granted, faces should be blurred or only the back of the students should be visible. By submitting materials, the submitter certifies that all necessary permissions have been obtained and maintained.



DEADLINES AND CHECKLIST

Ready to compete at Nationals?

Here is a checklist to help you get prepared, registered,
and on the official schedule for nationals!

SUBMISSIONS OPEN: **FEBRUARY 1, 2027, 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 1, 2027, 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 1, 2027, 5:00 P.M. EASTERN TIME**

- ☐ **Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. *Some processes may be different from your state/regional conference.*
- ☐ **Update your contact information in the EdRising Membership Portal for the summer.** It is recommended that students use a personal mail address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Often school emails do not allow for Educators Rising emails to be received.
- ☐ **Step one:** [Go to the National Competition page in the EdRising Membership Portal](#). **Step two:** Click on the title of the competition for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. Only one application is to be submitted for Dual or Team competitions. *This only registers you for the competitions, you will still need to register for the conference separately.*
- ☐ **Complete the online application, upload any required documents/video links, and submit by the stated deadline for the Educators Rising National Conference.** Depending on your competition, some of these items are judged before the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents before submitting them. Only competitors who register by the deadline will be scheduled to compete.

For competitions that have multiple students participating only one application should be submitted and all students need to be listed as team members in all places indicated on the application form.
- ☐ **Print and save your confirmation email and application number.** You will need the application number when you register for the conference.
- ☐ **Register as a competitor for the Educators Rising National Conference.** All national conference information, including how to register, can be found on the [Educators Rising National website](#).
- ☐ **Find out when you are scheduled to compete onsite.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.
- ☐ **Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.
- ☐ **Head to Nationals!** National placers will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference you can attend this final celebration.



RESEARCHING LEARNING CHALLENGES COMPETITION

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

Contest Purpose

Approximately 7.5 million students (15% of all public-school students) in American public schools have been diagnosed with learning disabilities and receive special education services. (Citation: <https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities>) Understanding how to support students with special needs is central to success as an educator. This competition offers Educators Rising students the opportunity to explore deeply and to develop recommendations regarding effective educational supports for students with special needs.

The Individuals with Disabilities Education Act (IDEA) groups students into fourteen disability categories. They are:

- | | |
|----------------------------|---|
| 1. Autism | 8. Multiple disabilities |
| 2. Deaf-blindness | 9. Orthopedic impairment |
| 3. Deafness | 10. Other health impairments |
| 4. Developmental delay | 11. Specific learning disability (e.g., dyslexia) |
| 5. Emotional disturbance | 12. Speech or language impairment |
| 6. Hearing impairment | 13. Traumatic brain injury |
| 7. Intellectual disability | 14. Visual impairment, including blindness |

This year's competition focuses on the specific learning disability involving traumatic brain injury.

According to the National Center for Education Statistics Digest of Education Statistics, based on the U.S. Department of Education's 2022–2023 IDEA Section 618 data collection, approximately 25,000 students ages 3–21 in U.S. public schools were served under the category of traumatic brain injury (TBI), representing about 0.3% of all students receiving services under IDEA Part B (NCES, December 2023).

Students with traumatic brain injury face a wide range of educational challenges, including difficulties with cognitive functioning, memory, attention, executive functioning, communication, behavior regulation, and social-emotional development. These difficulties can significantly affect academic performance, classroom participation, and peer relationships. The Centers for Disease Control and Prevention (CDC) notes that the effects of TBI may be temporary or lifelong and can interfere with learning, behavior, and physical functioning, often necessitating individualized educational supports and accommodations to promote successful school outcomes (<https://www.cdc.gov/traumatic-brain-injury/CDC>, 2024).

The purpose of this competition is to work collaboratively to learn more about this specific learning challenge and to produce a research-supported position paper and presentation to explain and advocate for positive practices in schools to support the education of students with traumatic brain injuries. Imagine that the local school board has asked you: “What specific steps should we take to support the education of students with traumatic brain injuries? How can inclusive education be optimized for students with traumatic brain injuries? Also, why should we accept your recommendations?”

Team members should research the educational experiences, challenges, and supports for students with traumatic brain injuries in K-12 schools and recommend the best practices to support the education of students with this learning challenge. You are encouraged to embark on this research using traditional sources as well as primary sources (ex. conducting interviews with individuals impacted by this disability or professionals who support individuals with this disability, etc.). Then team members should discuss the research to determine recommendations for their paper and presentation.

Team members will collaborate on a research-supported position paper, which will be no shorter than four full pages and no longer than six full pages, to offer their recommendations. The minimum number of student collaborators is two, but there is no maximum. The position paper must include cited references in APA style and a works cited sheet, which will not count toward the four-to-six-page length requirement. (Also, the title page doesn’t count toward the length requirement. If you are unable to reach the minimum length required, resume the research process — there is a lot of quality material out there on this topic.) The position paper will be submitted with the competition application and will be scored by judges prior to the national conference.

Competition Guidelines

There are three components to this competition:

- *A position paper, submitted and scored by judges prior to the national conference, and*
- *A parent-teacher resource deliverable that translates into practical, real-world support tools for students with disabilities, submitted and scored by judges prior to the national conference, and*
- *An interactive session (including a presentation) with judges on-site at the national conference.*

- A. Team members will use the information collected in the research phase to collaborate in creating three products: a position paper, a parent-teacher resource, and a slide deck presentation.
- B. The position paper will include a title page, a works cited page (using APA citation style), and four to six full pages of research-supported recommendations with appropriate context. The paper should draw on at least three relevant and credible sources, including at least one primary source, such as interview, survey, observation, or firsthand account. The works cited and title pages will not count towards the four-to-six-page length. The position paper must be submitted online.
- C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and deliver the team’s research findings and recommendations.
- D. The deliverable should be an original practical, implementation focused resource that could be used in a school setting (such as informational brochure, family advocacy handbook, parent guide for supporting students with disabilities, classroom accommodation guide, or family-school communication toolkit). The resource must be supported by research, include information for families and educators, provide practical strategies for supporting students, include at least 3 evidence-based recommendations and cite sources used in development. Deliverable must be submitted online.

E. At the Educators Rising National Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes about their research using the slide deck as their visual aid. Students will also respond to judges' questions on the assigned topic and presentation; the entire interactive

session with judges may last up to 15 minutes.

F. Slide deck must be brought to the conference on a USB drive and files must be accessible without internet access. If students plan to use their own devices for presentation, students must be able to connect their device via HDMI to an external projector without assistance.

RESEARCHING LEARNING CHALLENGES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

PRE-SCORED COMPONENTS

Position Paper Structure and Impact

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Structure	The paper is expertly sequenced and structured in a way that maximizes understanding and impact.	The paper is sequenced and structured in a way that supports comprehension. A more strategic approach to structure and sequence could yield greater impact.	The paper's structure and sequence reflect a limited strategy for supporting understanding or impact. Key aspects of the paper may be missing or superficial in their inclusion	The paper's structure and sequence reflect a lack of strategy and may distract the reader from the intended understanding or impact.
Clarity	The paper's recommendations are entirely clear, contextualized, justified, and feasible. It clearly explains why each recommendation would benefit students with disability.	The paper's commendable student-level recommendations are mostly clear, contextualized, justified, and feasible.	The paper's recommendations may not be clear, contextualized, justified, or feasible. Revision is recommended.	The paper's recommendations are not clear, contextualized, justified, or feasible.
Depth of Research	The paper makes informed, evidence-based recommendations by referencing at least three well-chosen sources of relevant information	The paper makes recommendations that correlate with the research that is referenced. The paper may reference fewer than three sources or the source material may not directly correlate to the paper's central purpose.	The paper makes limited connections to relevant research.	The paper makes virtually no connections to relevant research.

Position Paper (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Mechanics & Professionalism	Reflects a professional-quality document. Contains little to no errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a commendable, student-level document with one or two errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).	Reflects a document in need of some proofreading and/or revision. Contains three or four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization)	Reflects a document in need of a significant review. Contains more than four errors in mechanics (spelling, grammar, punctuation, formatting, capitalization).
Overall Impact	The paper's professional-caliber and highly persuasive exploration of the issue and explanation of recommendations deliver maximum impact and understanding to the audience.	The paper reflects a commendable student-level effort. With minor revisions and delivery tweaks, the paper could be considered professional-caliber	The minimally persuasive paper demonstrates effort. At multiple points, the content may not effectively articulate or justify its recommendations. This may limit the impact of the presentation.	The unpersuasive paper demonstrates inconsistent, unprofessional, or superficial aspects of its content and structure. The reader is frequently distracted from the intended impact by aspects of the content, structure, or lack of professionalism.

Position Paper Guideline Adherence

Points Available	5	0
Title Page	Contains title, contestants' names, schools, contact information, date.	Does not contain title, contestants' names, schools, contact information, date.
Citations	Accurately uses APA format.	Does not accurately use APA format.
Works Cited	Accurately uses APA format.	Does not accurately use APA format.
Length	Four to six full pages of research-supported recommendations with appropriate context.	Less than four full pages or more than six full pages of research-supported recommendations with appropriate context.
Grammar & Mechanics	Contains two or fewer errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.	Contains more than two errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.

Parent-Teacher Resource

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Research & Accuracy	Resource contains accurate, current, research-based information and clearly incorporates evidence-based practice and includes at least three evidence-based recommendations with sources cited	Resource contains mostly accurate information supported by research and includes some evidence-based recommendations with most sources cited	Some information is supported by research but lacks depth or clarity with few sources cited	Limited evidence of research or contains inaccuracies with no sources cited
Practical Application	Resource provides highly useful and actionable strategies that families and educators can immediately implement.	Resource provides useful strategies with clear application.	Strategies are somewhat applicable but may lack specificity.	Strategies are unclear, impractical, or incomplete.
Design & Organization	Resource is high-quality well-organized, professional, engaging, and easy to navigate.	Resource is organized and visually appealing.	Resource is understandable but organization or design could be improved.	Resource is difficult to follow or lacks professional presentation.
Mechanics & Professionalism	Reflects a high-quality document. Little to no errors (0-2) in mechanics. Errors do not distract from readers understanding.	Reflects a commendable, student-level document mostly free of errors(3-4) in mechanics (spelling, grammar, punctuation, formatting, capitalization). Errors have minimal impact on readability.	Reflects a document in need of some proofreading and/or revision. Contains many (5-6) errors in mechanics (spelling, grammar, punctuation, formatting, capitalization)	Reflects a document in need of a significant review. Contains more than seven errors in mechanics (spelling, grammar, punctuation, formatting, capitalization). Errors frequently impact readability
Creativity & Engagement	Resource engages and promotes meaningful partnerships between families and educators and provides multiple opportunities for collaboration	Resource demonstrates creativity and encourages family-school collaboration and provides relevant examples	Resource shows some creativity but may not fully engage the audience and lacks detail or actionable guidance	Resource lacks creativity and evidence of supporting family-school partnerships

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to facilitate presentation on screen via USB or by connecting their device without assistance.	Competitors were unable to facilitate presentation on screen due to not having video on a USB or inability to connect their device without assistance.

Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slide Deck	The slides are visually appealing, well-organized, and support the presentation. Text, images, charts, and other visuals clearly communicate key research findings and recommendations. Visuals enhance understanding and help engage the audience.	The slides are organized and include relevant information and visuals. Most text and images support the team's research findings and recommendations. The slides help the audience understand the presentation.	The slides include basic information related to the topic, but some visuals or text may be unclear, overcrowded, or only loosely connected to the team's message. The slides provide limited support for the presentation.	The slides lack organization or focus. Visuals and text may be distracting, difficult to read, or unrelated to the presentation. The slides do not effectively support the team's message or recommendations.
Depth & Insight	The content of the presentation reflects professional-caliber, in-depth understanding and striking insight into all key facets of the issue. The excellent depth of research and preparation is clearly apparent throughout the presentation.	The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore many but not all key facets of the issue.	The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. Some material may be superficial or reflect limited research. The presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, only partially developed, and feel incomplete. Few perspectives or issues at play in the scenario are explored.



Presentation and Q&A (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Teamwork	Team members collaborate exceptionally, with all members making meaningful contributions and combining their ideas into a strong, unified presentation	Team members work effectively, with most members contributing to the research, development, and presentation of ideas	Team demonstrates some collaboration, but may be uneven or not fully connected in final presentation	There is little evidence of teamwork, and contributions from team members may be minimal or poorly coordinated
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestants are conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery from multiple team members distracts from the content of the speech and diminishes its potential impact
Q&A Discussion	The team's responses in the Q&A session demonstrated consistent thoughtfulness and high-quality insight, rooted in the deep experience of the material. The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.	The team's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.	The team's responses in the Q&A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.	The team's responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.

Presentation and Q&A (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Overall Impact	The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context. The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.	The content and delivery work together to offer a largely persuasive presentation. With deeper research, more realistic proposals, or revisions to delivery, the project could be considered professional-caliber.	The minimally persuasive presentation does demonstrate effort. At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue	The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery. The audience is frequently distracted from the intended impact by aspects of the content or delivery.

Presentation Length

Points Available	5	3	1
Length	Presentation is between 7 and 10 minutes.	Presentation is between 3 and 6 minutes.	Presentation is shorter than 3 minutes or had to be stopped at 10 minutes.



RESEARCHING LEARNING CHALLENGES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Students' Name: _____

Students' School, City, State: _____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.
- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

PRE-SCORED COMPONENTS

Position Paper Structure and Impact

	Accomplished	Commendable	Developing	Needs Improvement	Score
Structure	20-16	15-11	10-6	5-1	
Clarity	20-16	15-11	10-6	5-1	
Depth of Research	20-16	15-11	10-6	5-1	
Mechanics & Professionalism	20-16	15-11	10-6	5-1	
Overall Impact	20-16	15-11	10-6	5-1	

Position Paper Guideline Adherence

	Adheres	Does Not Adhere	Score
Title Page	5	0	
Citations	5	0	
Works Cited	5	0	
Length	5	0	
Grammar & Mechanics	5	0	

POSITION PAPER PRE-SCORE_____/125

Continued

Parent-Teacher Resource

	Accomplished	Commendable	Developing	Needs Improvement	Score
Research & Accuracy	20-16	15-11	10-6	5-1	
Practical Application	20-16	15-11	10-6	5-1	
Design & Organization	20-16	15-11	10-6	5-1	
Mechanics & Professionalism	20-16	15-11	10-6	5-1	
Creativity & Engagement	20-16	15-11	10-6	5-1	

PARENT-TEACHER RESOURCE PRE-SCORE_____/100

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

	Adheres	Does not adhere	Score
On Screen Facilitation	5	0	

Presentation and Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content of Slide Deck	15-13	12-9	8-5	4-1	
Depth & Insight	15-13	12-9	8-5	4-1	
Teamwork	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A Discussion	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Presentation Length

	7-10 Minutes	3-6 Minutes	Presentation is shorter than three minutes or had to be stopped at 10 minutes.	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/100**TOTAL SCORE**_____/325**FEEDBACK FOR STUDENTS:** Write two or more sentences.