

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.



ETHICAL DILEMMA 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 VII: Engaging in Reflective Practice

Contest Purpose

In this competition, the Educators Rising school program must debate an ethical education-related dilemma. This competition requires students to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the school program must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the students must debate the topic together, listening carefully to each other's opinions. Through the discussion, the students must come to a consensus on the topic. The students then must work together to develop a written analysis of the dilemma and a 10-minute presentation to present the group's opinion, recommendations, and how it was reached to a panel of judges at the National Conference.

Competition Guidelines

There are two components to this competition:

- A 200–400-word written analysis, 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.

WRITTEN ANALYSIS

- A. Team members will create a 200–400-word written analysis that includes:
- a. The names of all competitors, their school's name, school district, city/state, and word count.
 - b. A clear statement of the ethical dilemma
 - c. Identification of key stakeholders and their perspectives
 - d. Exploration of potential courses of action and their consequences
 - e. A well-supported recommendation or solution

- f. Citations for any external sources used. If you cited any research within your analysis, be certain to include a works cited section. Follow APA citation style when writing your works cited section.

PRESENTATION

- A. 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 the team's opinion, research, and recommendations. The presentation should

include how the decision was reached and what factors were considered in forming the team's opinions and recommendations. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is required. Competitors must be able to present their AV materials on screen. They should bring their AV materials on a USB drive or be able to connect their device via HDMI to an external projector without assistance.

- B. One judge will serve as a timekeeper during the presentations. Team members will receive a visual, non-verbal indication that

there is one minute remaining when they reach the nine-minute mark of their presentations. Student presentations will be stopped at 10 minutes.

- C. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



ETHICAL DILEMMA SCENARIO FOR 2027

Rebecca, a 10th-grade student and member of the track team, arrived in Ms. Wilkes' math class with shaking hands, looking pale and visibly upset. Ms. Wilkes, who also served as the track coach, noticed Rebecca's appearance and asked if everything was okay. Rebecca did not respond but appeared on the verge of tears as she quietly took her assigned seat. Knowing that Rebecca's parents had recently divorced, Ms. Wilkes remained concerned and called her that evening using the contact information she kept for all her track athletes.

Rebecca explained that she was tired of being picked on by other students. Earlier that day, in her Social Studies class, Mr. Jefferson had led a discussion centered on an upcoming election while sharing his own strong political views. Most students were already aware of his political opinions because he frequently posted related articles online. During the discussion, Mr. Jefferson asked students to share their own political views and even asked whom their parents might support in the election. He specifically called on several students who followed him on social media. When Rebecca expressed viewpoints that differed from Mr. Jefferson's, many classmates booed her and called her opinions stupid.

During the group activity that followed, Mr. Jefferson instructed students to work in small groups while he entered grades on his computer. Rebecca's group began verbally attacking her, criticizing her athletic ability and making jokes about her appearance. The teasing escalated into loud laughter. Although Mr. Jefferson briefly looked up from his work, he failed to intervene. This incident was only the latest example of Rebecca being targeted and bullied by her peers.

During her phone conversation with Ms. Wilkes, Rebecca pleaded with her not to tell Mr. Jefferson because she feared it would only make the situation worse. Although Ms. Wilkes agreed to keep the conversation confidential, she wanted to help Rebecca, whom she believed was struggling with her parents' recent divorce. Over the course of several phone calls and text messages, Rebecca disclosed that she had been experiencing depression for some time and did not know how to cope. She begged Ms. Wilkes not to tell anyone, especially because her mother was already overwhelmed. Wanting to support her student, Ms. Wilkes began meeting with Rebecca after school each week. After using AI to research counseling strategies related to Rebecca's situation, she offered advice about responding to bullying and shared AI-sourced resources addressing depression.

RECOMMENDED READING

- National Association of State Directors of Teacher Education and Certification. (n.d.). *Model Code of Ethics for Educators (MCEE). * <https://www.nasdtrec.net/page/MCEE>
- Regional Educational Service Agency. (n.d.). *Guidelines and considerations for AI in education.* <https://www.resa.net/teaching-learning/instructional-technology/ai>
- UNESCO. (2023). *Guidance for generative AI in education and research.* <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>
- Carter, H. L., Foulger, T. S., & Ewbank, A. D. (2008). Have you Googled your teacher lately? Teachers' use of social networking sites. *Phi Delta Kappan, 89*(9). https://www.pdkmembers.org/members_online/publications/archive/pdf/k0805car.pdf



EDUCATORS RISING

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- Describe the potential risks and consequences of Ms. Wilkes' actions.
- Describe the potential risks and consequences of Mr. Jefferson's actions.
- What risks should a teacher consider when interacting with a student in multiple capacities, such as serving as both teacher and mentor?
- What are the professional risks involved in expanding one's role to an area in which an educator might not have preparation, experience or licensure?
- What might be appropriate courses of action for Ms. Wilkes? Mr. Jefferson? The student?



ETHICAL DILEMMA 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

Written Analysis

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Competitor details/word count	The summary sheet is 351-400 words and contains all 6 required competitor detail components including names of presenters, school, district, city, state, and word count.	The summary sheet is 251-350 words and/or contains 4-5 required competitor detail components (names of presenters, school, district, city, state, and word count.)	The summary sheet is 200-250 words and/or contains 3 required competitor detail components (names of presenters, school, district, city, state, and word count.)	The summary sheet is less than 200 words and/or contains less than 3 required competitor detail components (names of presenters, school, district, city, state, and word count) or was not submitted.
Statement of Dilemma	Clearly and concisely identifies the central ethical issue.	Identifies the core ethical issue but lacks clarity or specificity.	Partially identifies the ethical issue, but it is unclear or incomplete.	Fails to identify a clear ethical dilemma.
Identification of Stakeholders	Accurately identifies all relevant stakeholders and provides a comprehensive analysis of their perspectives.	Identifies most key stakeholders and provides a solid analysis of their perspectives.	Identifies some key stakeholders but lacks depth in analyzing perspectives.	Fails to identify key stakeholders or provides limited analysis of perspectives.
Course of Action and Recommendations	Thoroughly explores multiple courses of action, considering potential positive and negative consequences for all stakeholders. Provides a clear, well-supported recommendation or solution based on ethical analysis and consideration of stakeholders.	Explores several potential courses of action and considers some consequences for stakeholders. Provides a reasonable recommendation or solution with some supporting evidence.	Identifies some potential courses of action but lacks depth in exploring consequences. Offers a recommendation or solution but lacks sufficient support.	Fails to identify or explore potential courses of action and consequences. Fails to provide a clear recommendation or solution.

Written Analysis (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
References (Works Cited Section)	Accurate, comprehensive, and error-free APA reference list and in-text citations. All sources are correctly formatted according to current APA guidelines. Professional-caliber work.	One APA formatting error or one missing element in the reference list or in-text citations.	Two or three APA formatting errors and/or missing elements in the reference list or in-text citations.	Four or more APA formatting errors and/or missing elements in the reference list or in-text citations.
Grammar & Mechanics	Error-free grammar, spelling, punctuation, mechanics, and usage. Professional-caliber work.	One error in grammar, spelling, punctuation, mechanics, and usage.	Two or three errors in grammar, spelling, punctuation, mechanics, and usage.	Four or more errors in grammar, spelling, punctuation, mechanics, and usage.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

Points Available	5	0
On Screen Facilitation	Competitors were able to present AV materials on screen via USB or by connecting their device without assistance.	Competitors were unable to present AV materials 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
Depth	The speech reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded paths forward.	The speech reflects an understanding of the issue and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.	The speech is on-topic. Responses offer multiple good points but would benefit from more exploration, detail, or research. Solutions may only partially address the scenario.	The speech reflects a limited or flawed understanding of the issue in the scenario. The solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused speech reflects a keen understanding and striking insight into all sides of the issue at play in the scenario.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore most but not all sides of all issues at play in the scenario.	The speech offers basic, intuitive ideas that would have benefited from further unpacking in this session. This presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, or 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
Creativity	The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience. Creative risks taken pay off impressively.	The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience. Creative choices at 1 or 2 points in the presentation may distract from or limit the impact for the audience.	The presentation would benefit from more inventive or distinctive choices. Clichés may be present.	The presentation needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.
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 competitors 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 presentation and diminishes its potential impact.
Presence	The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or more of the presenters may appear to slip in and out of professional character at moments during the session.	The competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.



Presentation and Q&A (continued)

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Teamwork & Professionalism	All aspects of the presentation reflect an equitable effort among all of the competitors on the team. All aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a consistently high level of professionalism.	The presentation appears to reflect a mostly equitable effort among all of the competitors on the team. Most aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.	The work or responsibility load may appear imbalanced among team members. Aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	The work or responsibility load appears highly imbalanced among team members. Multiple aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.
Visual Communication	AV materials are purposeful, visually appealing, and enhance audience understanding. Visuals strengthen the overall presentation and contribute meaningfully to the message.	AV materials support the presentation and help communicate ideas effectively.	AV materials are present but may be distracting, overly simple, difficult to read, or only loosely connected to the presentation.	AV materials are missing, ineffective, distracting, or unrelated to the presentation.
Q&A Responses	The competitors' responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material. The competitors display impressive, professional-level depth of knowledge and understanding given his/her experience and research	The competitors' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.	The competitors' responses in the Q&A session reflect a broad spectrum of levels of quality from answer to answer	The competitors' 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



Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Persuasiveness	The presenters are entirely persuasive with clear and well-founded rationales for their position.	The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.	The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.	The presenters do not make a persuasive case for how to handle the situation professionally.
Overall Impact	The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points deliver maximum impact and understanding to the audience. 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 commendable and persuasive presentation. With minor revisions and delivery tweaks, the project could be considered professional-caliber.	The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.	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

Length

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



ETHICAL DILEMMA COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Students' Names: _____

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

Written Analysis

	Accomplished	Commendable	Developing	Needs Improvement	Score
Competitor details/word count	20-16	15-11	10-6	5-1	
Statement of Dilemma	20-16	15-11	10-6	5-1	
Identification of Stakeholders	20-16	15-11	10-6	5-1	
Course of Action and Recommendations	20-16	15-11	10-6	5-1	
References (Works Cited Section)	20-16	15-11	10-6	5-1	
Grammar & Mechanics	20-16	15-11	10-6	5-1	

WRITTEN ANALYSIS PRE-SCORE ____/120

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

	Adheres	Does not adhere	Score
On Screen Facilitation	5	0	

CONTINUED

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	
Creativity	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Presence	15-13	12-9	8-5	4-1	
Teamwork & Professionalism	15-13	12-9	8-5	4-1	
Visual Communication	15-13	12-9	8-5	4-1	
Q&A Responses	15-13	12-9	8-5	4-1	

Overall Impact

	Accomplished	Commendable	Developing	Needs Improvement	Score
Persuasiveness	20-16	15-11	10-6	5-1	
Overall Impact	20-16	15-11	10-6	5-1	

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	

TOTAL ON-SITE SCORE_____/170

TOTAL SCORE_____/290

FEEDBACK FOR STUDENTS: Write two or more sentences.