



GENERAL COMPETITION INFORMATION

Failure to follow the stated guidelines could result in disqualification of student competing. Competitors must log into the EdRising Membership Portal to submit competition/contest applications.

All students wishing 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. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process.
- 2. Complete the online application** and upload all required materials 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.

GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 15th** of the year in which they are competing. Check or credit card payment must be received in the National Office by the stated deadline to be considered an Active-level member.
- Students may only compete in one individual and one team event. Competitions/contests which are marked as individual or dual will be considered individual events for this purpose.
- **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 students per school in each individual event per division and one team for team events per division.
 - 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 competitions/contests. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitions, 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, entries scoring 97-100 will be eligible to advance to nationals; no other entrants from states that offer the competition/contests at the state level will be eligible for those state-level-offered competitions/and contests. For nationals, schools are permitted to replace up to fifty percent of the original team members that qualified at the state-level.
- For states that do not offer state-level competitions/contests, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions/contests.
 - For example, if you want to compete in Impromptu Speaking but place eleventh or lower in your state-level Impromptu Speaking competition or don't compete in

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the state-level competitions at all — you, unfortunately, can't compete in Impromptu Speaking at the Educators Rising National Conference this year. If you live in a state that didn't hold an Impromptu Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Competition Entries

- All submitted materials must reflect original work from the 2022-2023 school year. Material that may have been created or submitted in previous years is ineligible.
- **In order 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.**
 - **All competitions require application even if no items need to be submitted.**
 - Each competition guideline will identify what materials are required for submission prior to the competition. Failure to submit required materials by the submission deadline will result in disqualification.
 - Students who have won state-level competitions 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.
- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.
- Except when explicitly specified, the internet may not be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be

downloaded to the USB drive. Internet access may not be available during the competition. Students should bring their own pointing device if needed.

LEVELS OF COMPETITION

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
 - Middle School level — Grades 7, 8
 - High School Junior Varsity level — Grades 9, 10
 - High School Varsity level — Grades 11, 12
 - Collegiate level — Undergraduates only
- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.
- If there are not at least three competitors registered for a competition/contest in a division, the competitors will be moved to the next highest division. The collegiate division will compete in their own division regardless of the number of competitors.
- 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. Places fourth through ten will receive electronic certificates after the conference. For Contests: Ribbons will be awarded to the top three scores in each category in each division.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference and plan to arrive no later than 11 am on the first day of the conference.** Conference dates and location 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 prior to the conference.** Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.
- Competitors are expected to dress in business-casual attire. **(See the section Competition Dress Code for details on what is acceptable.)** Points will be deducted

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from the entrant's score for failure to follow the stated 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.

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 that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as those in which people wear for biking.
- **Skirts, Dresses, and Skirted Suits**
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini-skirts, skorts, sun dresses, beach dresses, 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 potentially offensive words, 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 Covering**

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

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.
- Competitors are strongly discouraged from using copyrighted material in their competition entries. If copyrighted material is used, written permissions must be obtained for the rights to display and present media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with 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 competing if it is determined that any part of their documents have been plagiarized.

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 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.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

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, 2023 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 3, 2023 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 3, 2023 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. Please note, that some 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. *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.** 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 prior to submitting them.

You must complete and submit the online application by the deadline stated on the [National Competitions page](#) in the Student Resources section of the EdRising Membership Portal to be registered to compete at the Educators Rising National Conference.

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.** You will need this information when you register for the conference.
- Register to attend 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!** The top 10 for each competition and the top 3 scores for each contest 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 that you can attend this final celebration.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

COMPETITION TYPE: Individual - Closed to spectators

ELIGIBILITY LEVELS: High School Varsity

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard III: Building Content Knowledge
- Standard IV: Engaging in Responsive Planning
- Standard V: Implementing Instruction
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

Contest Purpose

The Educators Rising Leadership Award Competition, sponsored by the PDK Greater San Antonio chapter, encourages inspired, proactive Educators Rising members to make an impact in their communities. Contestants seek to exemplify sound leadership and a strong commitment to improving education in their communities. The final award is given to one Educators Rising member who has made notable, voluntary contributions to his or her community through education.

To enter this competition, Educators Rising members must successfully complete a *self-initiated* service-learning project that meets several requirements:

- The project benefits individuals with special needs.
- The project includes a sustainability strategy so that the project's impact will not end when the Educators Rising Leadership Award Competition is over.
- The project cannot be part of the required curriculum for a course.
- The project requires a minimum of 40 hours of work.
- The project must be led by a single Educators Rising member. (While collaboration is encouraged, only one student per project will be eligible to win the scholarship.)
- Submit the complete project portfolio by the competition registration deadline stated in the General Competition Information sheet.

In addition to submitting the project portfolio, contestants must deliver a presentation to a panel of judges at the Educators Rising National Conference.

One student will be chosen as the winner of this competition and the recipient of a \$1,000 scholarship, provided by the PDK Greater San Antonio chapter.

Competition Guidelines

The student must complete an education-related service-learning project that makes a concrete and visible impact for individuals with special needs in the school or community. A minimum of 40 hours is required. The student must then complete a well-organized portfolio that includes an essay describing the project, as well as supporting artifacts. ***There are two components to the project portfolio: the essay and the artifacts. If the artifacts are not included, the application will be disqualified.***

ESSAY GUIDELINES

The essay must be typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages. The student should address the following sections in his or her essay. These sections must be clearly labeled.

A. Title page

Include your name, your teacher leader's name, your school's name and address, and the title of your project.

B. Executive Summary

Give an overview of your project that is two pages or less. Include highlights from each section of the essay (background, project description, and reflection). For example, an executive summary might include a brief summary of the reasoning behind your project, what the project entailed, and the primary lessons that you learned from this experience.

C. Background

Why did you choose this project? Why is this project necessary and appropriate for this time and place? What is the intended impact of the project and how will you know if you achieved it?

D. Project description

Describe the process of completing your project. Questions to consider include:

- How did you determine a plan for your project? What was your method for gathering information and making strategic decisions?
- Did you need specific materials or volunteers? If so, how did you obtain them? How did you

keep everything, and everyone organized?

- How much time did you spend on this project? How did you spend most of your time? Was that different than what you anticipated? If so, how? How did you keep a record of progress?
- Did you make any significant changes to your project during the process? If so, did that affect the overall outcome? How?
- How did you know when the project was completed? Was there any presentation or debut of the final product?
- Did you undertake the project in a way that maximized its potential effectiveness?
- What is your strategy for keeping the project going once the competition is over?

E. Reflection

Reflect on the overall experience. Think about what you learned about yourself and those that benefited from the project. Consider how this experience will influence you in your future career in education. Questions to consider include:

- What did you learn about yourself as a project leader? What skills did you acquire that you can use in your career as an educator? How did this project affect you personally?
- What impact did this project have on your community? How did you measure or determine this impact? Given the project's outcome, did you spend your time well?
- What did you learn about working with others or managing people?
- What would you do differently, if anything?
- What do those who benefited from this project think of the work that you led? How has your project positively impacted education or supported the work of Educators Rising?

F. References

If you cited any research within your essay, be certain to include a works cited section. Follow APA, MLA, or Chicago citation style when writing your works cited section.



ARTIFACTS GUIDELINES

In addition to your essay, you **must include five to eight artifacts** in your project portfolio. An artifact is anything that demonstrates or exemplifies the work that you put into your service project. This is your chance to show the evidence and impact of your hard work. All artifacts should clearly and directly relate to the project objectives. Here is a list of sample artifacts that you might include:

- Photographs
- Newspaper articles, blogs, or other media coverage of your project
- Reflective journal
- Project timeline
- Log of how time was spent
- Testimonials from beneficiaries of your project (especially students and parents)
- Letters of commendation

Only artifacts submitted at the submission deadline will be considered for scoring. Artifacts brought on-site to the competition but not previously submitted will NOT be considered for scoring.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Educators Rising Leadership Award Competition rubric.
3. The judges' rubric is based on the details provided in the submitted portfolio as described in the Competition Guidelines section. In addition to the Competition Guidelines, judges will also consider several other basic standards, including:
 - Professionalism of writing and presentation style
 - Organization of portfolio

Does it create a compelling story? Is it organized and easy to understand? Is it clear what the artifacts are and how they support the portfolio?

Application

All competitors must complete the online application and upload any required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **Deadline extensions will NOT be granted.**

PRESENTATION GUIDELINES

- A. Students will deliver a slide deck presentation no shorter than five minutes and no longer than seven minutes describing their experience and insights gained through the project. Students should bring their presentation on a USB drive.
- B. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

LEVEL (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

Essay

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Impact	The essay makes a clear and compelling, professional-caliber case for the project’s meaningful impact. Judges can clearly understand specifically why and how the student took on this project.	The essay makes a logical case for the project’s impact. Judges can mostly understand why and how the student took on this project.	The essay makes an inconsistent or superficial case for the project’s meaningful impact. Judges can partially understand why and how the student took on this project.	The essay makes a limited case for the project’s impact. Significant aspects of the essay may not be satisfactorily completed. Judges are left with significant questions as to why and how the student took on this project.
Special Needs Focus	The essay clearly and compellingly demonstrates the project’s well-executed focus on individuals with special needs. Well-articulated and backed by research and experience, the student demonstrates knowledge of how to effectively support individuals with special needs.	The essay demonstrates the project’s focus on individuals with special needs. Invoking some research and experience, the student demonstrates his/her project’s strategy for supporting individuals with special needs.	The essay inconsistently or superficially focuses on individuals with special needs. Invoking minimal research and experience, the student demonstrates a largely unpersuasive project strategy for supporting individuals with special needs.	The essay offers limited, nonexistent, or not credible focus on individuals with special needs. Invoking limited or no research and experience, the student demonstrates a limited, nonexistent, or not credible strategy for supporting individuals with special needs.
Sustainability	The essay demonstrates a clear, compelling case for how the project’s work and impact will continue beyond the end of this competition.	The essay demonstrates a case for how the project’s work and impact will continue beyond the end of this competition.	The essay demonstrates an inconsistent or potentially superficial case for how the project’s work and impact will continue beyond the end of this competition.	The essay makes a limited, nonexistent, or not credible case for how the project’s work and impact will continue beyond the end of this competition.

Essay Cont.

Points Available	10–9 Accomplished	8–6 Commendable	5–3 Developing	2–1 Needs Improvement
Overall Quality	Overall, the essay represents an exceptional, professional-caliber effort at creating focused, sustainable, meaningful change.	Overall, the essay represents a good effort at creating meaningful change.	Overall, the essay represents an inconsistent or superficial effort at creating meaningful change.	Overall, the essay represents limited impact, effort, or quality.

Guideline Adherence

Points Available	2	0
Essay Format	Adheres to guideline requirements--typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages.	Does not adhere to guideline requirements--typed in 12-point font, double-spaced, and written in English. The essay cannot exceed 12 pages.
Title Page	Includes student name, teacher leader's name, school's name and address, and title of project.	Does not include student name, teacher leader's name, school's name and address, and title of project.
Executive Summary	Is two pages or less and includes highlights from each section of the essay (background, project description, reflection).	Is more than two pages and/or does not include highlights from each section of the essay (background, project description, reflection).
Background	Section is complete.	Section is not complete.
Project Description	Section is complete.	Section is not complete.
Reflection	Section is complete.	Section is not complete.

Essay References and Mechanics

Points Available	5 Accomplished	4 Commendable	3 Developing	2-1 Needs Improvement
References (Works Cited Section)	Comprehensive, clear, error-free documentation formatting or content. Professional-caliber work.	One error or missing aspect in documentation.	Two or three errors or missing aspects in documentation.	Four or more errors or missing aspects in documentation.



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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 grammar, spelling, punctuation, mechanics, and usage.	Four or more errors grammar, spelling, punctuation, mechanics, and usage.
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Artifacts

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Impact	Each artifact powerfully demonstrates the project's real-world impact.	Each artifact, with varying levels of success, demonstrates the project's real-world impact.	Not every artifact demonstrates meaningful impact of the project.	Few artifacts demonstrate meaningful impact of the project. Some aspects of artifacts may be distracting or irrelevant.
Comprehensiveness	The 5-8 artifacts collaboratively tell a compelling, comprehensive story of the project's outstanding focus, powerful impact, and genuine sustainability.	The 5-8 artifacts relate useful information about the project. More or deeper information, or more variety, would have taken the artifacts' impact from good to great.	The 5-8 artifacts show some information about the project but may be confusing or lacking important aspects.	The 5-8 artifacts do not convey a story of the project's focus, impact, or sustainability.

COMPONENTS SCORED ON-SITE

Presentation

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content	The student displays impressive, professional-level depth of knowledge and understanding of the project's outstanding focus, powerful impact, and genuine sustainability, based on his/her experience and research.	The student displays knowledge and understanding of the selected project's focus, impact and sustainability, based on his/her experience and research.	The student displays inconsistent or incomplete understanding the project's focus, impact, or sustainability. Aspects of the assignment may not be satisfactorily addressed.	The student displays limited understanding the project's focus, impact, or sustainability. Significant aspects of the assignment are not be satisfactorily addressed.
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 contestant is 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 distracts from the content of the presentation and diminishes its potential impact.

Presentation Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A	The student's responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep understanding of the project and its impact.	The student's responses in the Q&A session demonstrate thoughtfulness and reflected successful attempts to address most of the material posed to him/her.	The student's responses in the Q&A session reflect inconsistent thoroughness and clarity from answer to answer.	The student's responses in the Q&A session may offer limited depth, accuracy, understanding, or insight into the project and its impact.
Overall Impact	The student delivered a professional-caliber and highly compelling presentation of the project's outstanding focus, powerful impact, and genuine sustainability.	The student delivered a good and mostly engaging presentation of the project's focus, impact, and sustainability.	The student delivered decent effort, but the presentation was inconsistent or unclear at times. Stronger clarity on the project's focus, impact, and sustainability would have strengthened the presentation.	The student delivered an unclear, distracting, or incomplete presentation that lacked clarity.

Length

Points Available	5	0
Length	Initial presentation (before Q&A) is between five and seven minutes.	Initial presentation (before Q&A) is shorter than five minutes or longer than seven minutes.



EDUCATORS RISING LEADERSHIP AWARD COMPETITION

LEVEL (HIGH SCHOOL VARSITY)

Student Name: _____

Student's 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

Essay

	Accomplished	Commendable	Developing	Needs Improvement	Score
Impact	10-9	8-6	5-3	2-1	
Special Needs Focus	10-9	8-6	5-3	2-1	
Sustainability	10-9	8-6	5-3	2-1	
Overall Quality	10-9	8-6	5-3	2-1	

Guideline Adherence

	Adheres	Does Not Adhere	Score
Essay Format	2	0	
Title Page	2	0	
Executive Summary	2	0	
Background	2	0	
Project Description	2	0	
Reflection	2	0	

Essay Reference & Mechanics

	Accomplished	Commendable	Developing	Needs Improvement	Score
Reference (Works Cited Section)	5	4	3	2-1	
Grammar & Mechanics	5	4	3	2-1	

Artifacts

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

ARTIFACTS PRE-SCORE _____/40
COMPONENTS SCORED ON-SITE
Presentation

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	15-13	12-9	8-5	4-1	
Vocal Delivery	15-13	12-9	8-5	4-1	
Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Length

	Correct Length	Incorrect Length	Score
Length	5	0	

PRESENTATION ON-SITE SCORE _____/65
TOTAL SCORE _____/167
FEEDBACK FOR STUDENTS: Write two or more sentences.