

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.



LEARNING SPACE CHALLENGE CONTEST-ELEMENTARY

COMPETITION TYPE: Individual/Dual — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard III: Building Content Knowledge
- Standard V: Implementing Instruction

Contest Purpose

Think about the spaces you encounter every day. The best spaces aren't designed simply to look good. They are designed around what people will do there. An Apple Store invites people to explore, touch, test, learn, ask questions, and interact. LEGO House creates different environments for building, experimenting, solving problems, creating, collaborating, and playing. Museums, libraries, workplaces, and community spaces make similar choices about how people move, gather, focus, discover, and participate.

Learning spaces should be designed just as intentionally.

Great learning environments do more than look inviting. They help students think, collaborate, create, build independence, feel a sense of belonging, and engage deeply in learning.

In this contest, participants will design an elementary learning environment that supports strong teaching and meaningful learning throughout the school day. Students should think beyond traditional classroom layouts and decorations to consider how the space itself can promote engagement, collaboration, movement, choice, accessibility, reflection, and student ownership.

Participants will create a five-slide presentation showing their learning environment and the design decisions behind it. They will also submit a Summary Sheet and present their design to judges, explaining how the space supports learners, educators, and the kinds of learning experiences they want to make possible.

Contest Guidelines

LEARNING SPACE DESIGN

A. Participants will design an elementary learning environment that demonstrates how thoughtful use of space can advance learning. The design should support a range of learning experiences and ways students may learn throughout the school day.

B. Participants should consider how the environment:

- Encourages curiosity, exploration, and active engagement
- Supports collaboration, discussion, and learning with others
- Creates opportunities for independent learning, focus, and reflection
- Gives students appropriate choice, agency, and ownership of their learning
- Supports movement and allows the environment to adapt for different purposes
- Creates a welcoming, inclusive, and accessible environment where all learners can participate
- Makes student thinking and learning visible
- Gives students access to the tools, materials, resources, and technology they need
- Enables educators to observe, facilitate, confer, provide feedback, and respond to learners



- C. Participants are encouraged to think beyond traditional classroom layouts. Furniture, walls, displays, technology, lighting, materials, storage, learning zones, and other elements may all be considered as part of the learning environment. **Every major design choice should have a clear purpose connected to how students learn.**
- D. There is no single “right” design. Creativity and original thinking are encouraged, but design decisions should be grounded in the needs of learners and effective learning practices.
- E. Designs may be created by hand, digitally, or using presentation or design software. Computer-created content must follow Educators Rising copyright rules.
- F. The design must reflect the participant’s original thinking and creativity.

SLIDE DECK REQUIREMENTS

Participants will create a five-slide presentation that communicates their vision for the learning environment and the thinking behind their design.

Slide 1: Your Vision for Learning

Introduce your learning environment and the big ideas behind it. What do you want students to experience, feel, and be able to do in this space?

Slide 2: The Learning Environment

Show the overall design and layout of your space. Help judges understand how students and educators might move through, use, and experience the environment.

Slide 3: Learning in Action

Show how the environment supports different ways of learning, such as collaborating, creating, discussing, practicing, exploring, focusing independently, or receiving support. Participants do not need to demonstrate all of these.

Slide 4: Design Choices That Matter

Highlight several important design decisions and explain why you made them. These could involve furniture,

materials, technology, displays, lighting, accessibility, movement, storage, learning zones, or something entirely different.

Slide 5: Why It Works

Make the case for your design. How does this environment help students engage deeply in learning, build independence and belonging, and help educators support them effectively?

All slides should:

- Clearly communicate the participant’s original design and thinking.
- Use visuals purposefully to help judges understand the environment.
- Include enough explanation to show why key design decisions were made.
- Follow Educators Rising copyright requirements.

SUMMARY SHEET

- A. Participants will submit a 250–300 word Summary Sheet that helps judges understand the thinking behind their learning environment.

The Summary Sheet must include:

- Names of all contestants
- School, district, and city/state
- Title of the learning environment
- Target grade level and approximate number of students
- **Vision for Learning:** What do you want students to experience and be able to do in this environment?
- **Design Rationale:** What are the most important choices you made in designing the space, and why?
- **Learning Experience:** How does the environment support different ways students learn, interact, create, collaborate, and work independently?
- **Learner Needs:** How does the design promote accessibility, belonging, agency, and participation for a range of learners?
- **Role of the Educator:** How does the environment help the teacher observe, facilitate, support, and



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respond to students?

You do not need to describe every feature of the room. The slide deck should do that already. The summary should reveal your thinking.

- B. The Summary Sheet must be uploaded with the application and will be scored before the conference.

PRESENTATION: An interactive session with judges

- A. At the start of the presentation, participants will give judges two copies of the Summary Sheet. Judges will use it for reference only because it has already been scored.
- B. Each presentation is to be a minimum of three minutes and a maximum of five minutes.
- C. During the presentation, participants should:
 - a. Introduce their vision for the learning environment.
 - b. Walk judges through the most important elements of their design.
 - c. Explain how specific design choices support learning, engagement, collaboration, independence, belonging, and other priorities they identified.

- d. Demonstrate how students and educators would use and experience the space.
 - e. Highlight one or more design choices that challenge traditional assumptions about what a classroom can look like or how it can function.
- D. Presenters will receive a silent signal when one minute remains and will be stopped at five minutes.
- E. Following the presentation, judges will have five minutes to ask questions. Participants should be prepared to explain and defend their design choices, consider how the environment might work for different learners and situations, and respond to questions or scenarios posed by judges. Example. A judge could ask: "A student needs a quiet place to work independently while most of the class is collaborating. How does your design accommodate both?" Or, "Your students are transitioning from a whole-group conversation into small teams. Show us how the space changes."

LEARNING DESIGN CHALLENGE CONTEST-ELEMENTARY CLASSROOM

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

Summary Sheet

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Contestant Information & Word Count	The Summary Sheet is 250-300 words and includes all required information.	The Summary Sheet is 150-249 words or is missing one required item.	The Summary Sheet is under 150 words, missing important information, or was not submitted.
Target Grade Level & Audience	Clearly names the grade level and number of students, and both fit the lesson and room design.	Names the grade level and number of students, but the explanation needs more detail.	Grade level or number of students is missing, unclear, or does not fit the lesson.
Vision for Learning	Presents a clear, compelling vision for what students should experience and be able to do in the learning environment. The vision clearly drives the design.	Presents a clear vision for learning, but its connection to the environment could be stronger or more developed.	Vision is unclear, focused primarily on appearance or features, or has little connection to how students learn.
Intentional Design	Identifies thoughtful, purposeful design choices that clearly reflect the needs of learners and the desired learning experience.	Identifies purposeful design choices, but some choices could be more intentional or better connected to learner needs.	Design choices appear primarily based on appearance, convention, or preference rather than a clear purpose for learners.
Connection to Learning	Clearly explains how and why key design choices advance learning, engagement, thinking, collaboration, independence, and/or other identified learning priorities.	Connects design choices to learning, but some connections lack depth or a clear rationale.	Primarily describes features of the space without explaining how or why they support learning.
Student Learning Experience	Thoughtfully explains how students will use and experience the environment in different ways, such as engaging, exploring, creating, collaborating, focusing, making choices, and building independence.	Explains several ways students will use the environment, but the student experience or range of learning experiences could be more developed.	Provides limited explanation of how students will actually use the environment or what they will experience as learners.

Summary Sheet (continued)

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Learner Needs, Access + Belonging	Demonstrates thoughtful consideration of accessibility, belonging, participation, and how the environment supports a range of learners and needs.	Addresses accessibility, belonging, and/or different learner needs, but some considerations are underdeveloped.	Gives limited consideration to accessibility, belonging, participation, or the needs of different learners.
Role of the Educator	Clearly explains how the environment enables educators to observe, facilitate, confer, provide feedback, respond to learners, and support student independence.	Shows consideration of how educators will use the environment to support students and learning, but the role could be more fully developed.	Gives limited consideration to how educators use the environment or primarily positions the educator as delivering instruction from one location.

COMPONENTS SCORED ON-SITE

Learning Environment Design

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Design Advances Learning	The environment is intentionally designed around how students learn. Major design choices clearly support meaningful learning, thinking, engagement, and growth.	The environment supports learning and engagement, but some design choices have an unclear or underdeveloped connection to learning.	The environment is primarily organized around appearance, convenience, or traditional classroom features with limited connection to how students learn.
Student Engagement + Agency	The design creates meaningful opportunities for students to actively participate, make choices, access what they need, take ownership, and build independence as learners.	The design provides some opportunities for active participation, choice, or independence, but these are inconsistent or limited.	Students are primarily positioned as recipients of instruction with limited opportunities for agency, ownership, or independence.
Range + Flexibility of Learning	The environment effectively supports different ways of learning, such as individual focus, collaboration, discussion, creation, exploration, movement, and small or large group learning. The space can adapt as needs change.	The environment supports several types of learning, but flexibility or adaptability is somewhat limited.	The environment primarily supports one mode of learning or has limited ability to adapt to different learning needs and experiences.
Access + Belonging	The environment thoughtfully supports accessibility, participation, comfort, and belonging for a wide range of learners. Students can see themselves and their learning reflected in the space.	The environment considers access and belonging, but some learner needs or opportunities for participation are underdeveloped.	Accessibility, participation, or belonging receive limited consideration or appear to be added rather than integrated into the design.

Learning Environment Design (continued)

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Functionality for Learning + Teaching	The environment functions effectively for both students and educators. Movement and transitions are intuitive, materials and resources are accessible, and the design thoughtfully considers sight lines, distractions, technology, and use of space. The environment enables educators to observe, facilitate, support, and respond to learners.	The environment is generally functional for students and educators, but some elements related to movement, transitions, access to resources, visibility, or use of space could be better resolved.	Significant aspects of the environment may make movement, transitions, access to resources, student focus, or educator support difficult.
Creativity + Original Thinking	The design demonstrates strong original thinking and thoughtfully challenges assumptions about what a learning environment can look like or how it can function. Creative choices have a clear purpose connected to learning.	The design includes some creative or original ideas, though other elements rely on familiar approaches or lack a clear purpose.	The design relies primarily on conventional classroom approaches or uses creative elements largely for appearance rather than learning.

Presentation and Q&A

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Vision + Design Story	Clearly and compellingly communicates the vision for the learning environment and helps judges understand the thinking that shaped the design.	Communicates the overall vision and design, but the story or rationale could be clearer or more cohesive.	Primarily describes features of the environment without communicating a clear vision or design story.
Connection to Learning	Makes clear, specific connections between design choices and how they support student learning, thinking, engagement, collaboration, independence, and/or other learning priorities.	Makes connections between design choices and learning, but some explanations lack specificity or depth.	Describes design choices with limited explanation of how or why they support learning.
Learning Environment in Action	Helps judges clearly understand how students and educators would actually move through, use, and adapt the environment across different learning experiences.	Explains how the environment would be used, but some aspects of how it functions in practice are unclear or underdeveloped.	Provides limited explanation of how the environment would actually function for students and educators.

Presentation and Q&A (continued)

Points Available	9-7 Accomplished	6-4 Commendable	3-1 Developing
Communication + Engagement	Presents ideas clearly, confidently, and engagingly. Uses the slides and/or design effectively to help judges understand the environment rather than simply reading from them.	Communicates ideas clearly overall, but delivery, organization, or use of visuals could be stronger.	Presentation is difficult to follow, relies heavily on reading, or does not effectively communicate the design.
Response + Application	Responds thoughtfully to judges' questions and scenarios, applies principles of effective learning to new situations, and demonstrates an ability to adapt or reconsider design choices when appropriate.	Responds adequately to questions and scenarios, but explanations or application of learning principles could be deeper.	Has difficulty explaining choices, applying thinking to new scenarios, or responding to questions about how the environment would work.
Depth of Thinking + Reflection	Demonstrates strong understanding of the relationship between environment, teaching, and learning. Thoughtfully reflects on tradeoffs, learner needs, or ways the design could evolve.	Demonstrates understanding of the relationship between environment and learning, but reflection or consideration of tradeoffs is somewhat limited.	Demonstrates limited understanding beyond the specific features included in the design.

Length

Points Available	5	3	1
Length	Presentation was between four and five minutes.	Presentation was at least three minutes and less than four minutes.	Presentation was less than three minutes or had to be stopped at five minutes.

Summary Sheet Copies

Points Available	2	0
Summary Sheet Copies	Contestant provided two copies of a Summary Sheet to the judges at the start of the presentation.	Contestant did not provide two copies of a Summary Sheet to the judges at the start of the presentation.

LEARNING SPACE CHALLENGE CONTEST-ELEMENTARY

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name(s): _____

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

Summary Sheet Guideline Adherence

	Accomplished	Commendable	Developing	Score
Contestant Information & Word Count	9-7	6-4	3-1	
Target Grade Level & Audience	9-7	6-4	3-1	
Vision for Learning	9-7	6-4	3-1	
Connection to Learning	9-7	6-4	3-1	
Student Learning Experience	9-7	6-4	3-1	
Learner Needs, Access + Belonging	9-7	6-4	3-1	
Role of Educator	9-7	6-4	3-1	

PRE-SCORE ____/63

COMPONENTS SCORED ON-SITE

Learning Environment Design

	Accomplished	Commendable	Developing	Score
Design Advances Learning	9-7	6-4	3-1	
Student Engagement + Agency	9-7	6-4	3-1	
Range + Flexibility of Learning	9-7	6-4	3-1	
Access + Belonging	9-7	6-4	3-1	
Functionality for Learning + Teaching	9-7	6-4	3-1	
Creativity + Quality of Design	9-7	6-4	3-1	

Presentation and Q&A

	Accomplished	Commendable	Developing	Score
Vision + Design Story	9-7	6-4	3-1	
Connection to Learning	9-7	6-4	3-1	
Learning Environment in Action	9-7	6-4	3-1	
Communication + Engagement	9-7	6-4	3-1	
Response + Application	9-7	6-4	3-1	
Depth of Thinking + Reflection	9-7	6-4	3-1	

Length

	4-5 minutes	3 - <4 minutes	Less than 3 minutes or had to be stopped at 5 minutes	Score
Length	5	3	1	

Summary Sheet Copies

	Provided 2 Copies	Did not provide 2 Copies	Score
Summary Sheet Copies	2	0	

ON-SITE SCORE_____/115

TOTAL SCORE_____/178

FEEDBACK FOR STUDENTS: Write two or more sentences.