

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.



EDUCATORS RISING

DESIGNING THE FUTURE OF HIGH SCHOOL COMPETITION

A collaboration between Educators Rising and ASU's Next Education Workforce initiative

COMPETITION TYPE: Team - Open 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 III: Building Content Knowledge
- Standard IV: Engaging in Responsive Planning
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

ASU Mary Lou Fulton College for
Teaching and Learning Innovation
Arizona State University

**Next Education
Workforce**

Competition Purpose

A school district has decided to create a new high school, and your team has been selected to help design it.

In the **Designing the Future of High School Competition**, teams of Educators Rising students step into the role of school designers working alongside a district to develop the model for a new high school.

Your challenge is to design a high school that today's students would choose, tomorrow's world would need, and educators would want to work in.

Teams will work at two levels:

- **The High School Model:** What is the long-term vision for this school?
- **The Ninth-Grade Launch:** What will the first students and educators actually experience when the school opens?

Your district will initially open the school with its first class of ninth graders. Your team therefore does not need to design every detail of a complete grades 9–12 school. Instead, you should establish a compelling vision for what the high school will ultimately become and demonstrate how that vision begins with the school's founding ninth-grade class.

Teams should be informed by the [XQ Design Principles](#), [ASU's Next Education Workforce initiative](#), research and stakeholder perspectives, and their own experiences as students.

The goal is not simply to add innovative programs or technology to a traditional high school. Teams should reconsider how students learn, how relationships are built, how students exercise agency, how time and learning are organized, how learning connects to the community, and how educators work together to make those experiences possible.

Resources:

To help students prepare, we have put together a [Google Site](#) of valuable resources which includes:

- A graphic overview of the competition
- A Detailed Workbook for creating required components
- The XQ Design Principles
- The ASU Next Education Workforce initiative



Competition Guidelines

COMPONENT 1: School Model Proposal

- A. The proposal must be at least 4 pages and no more than exceed 6 pages. Teams may submit one additional reference page for research, data, images, frameworks, or other external materials used in developing the model. The reference page does not count toward the 4–6 page limit. The portfolio will be prescored prior to conference.
- B. Proposal must address the following:
 - Vision & Purpose
 - Founding Ninth-Grade Experience
 - School Structures
 - Founding Ninth-Grade Educators Team
 - Design and Development Reflection
- C. The proposal should use a combination of concise writing and purposeful visuals, such as diagrams, schedules, tables, maps, or other representations of the school model.

COMPONENT 2: School Model Pitch and Design Defense

- A. At the Educators Rising National Conference, no less than two and no more than four representatives from each participating school program will present their proposed school model to a panel of judges and an audience of spectators. During the presentation, team members will have up to 8 minutes to present. The entire presentation to judges will last no

more than 8 minutes. The presentation will be stopped at 8 minutes.

- B. The presentation should tell the story of the school rather than simply read from the workbook.
- C. Teams should focus on:
 - The Vision: Why should this high school exist?
 - The Experience: What will the founding ninth graders actually experience?
 - The Model: What is different about how the school works?
 - The People: Who are the educators who make that experience possible?

Teams should demonstrate how these elements connect.

- D. Following the presentation, the judges will have up to five minutes to ask questions to team members. Judges may ask teams to explain a design choice, defend an assumption, address a tradeoff, respond to a realistic implementation challenge, or explain how the educator team makes a particular student experience possible.

Teams should be prepared to explain why they made their choices, not simply describe what they designed.



DESIGNING THE FUTURE OF HIGH SCHOOL 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

School Model Proposal

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Vision & Purpose	Presents a clear and compelling reason for the school to exist and a distinctive long-term vision. The central idea meaningfully influences the rest of the model.	Presents a clear purpose and overall vision with several distinctive features.	Purpose and vision are present but broad, conventional, or inconsistently connected to the model.	Purpose is unclear or the proposed school largely reproduces a conventional high school.
Founding Ninth-Grade Experience	Creates a vivid and coherent student experience characterized by meaningful learning, strong relationships, youth agency, and authentic opportunities to learn. The sample day and signature experiences clearly advance the school's vision.	Presents a thoughtful ninth-grade experience with generally strong connections to the larger vision.	Includes promising experiences, but important elements remain vague, conventional, or disconnected.	Provides limited evidence of what students would actually experience.
School Structures	Student grouping, use of time, and learning environments are intentionally designed around the proposed student experience. Community connections meaningfully extend learning.	Major structural choices generally support the student experience.	Some structures support the model, but others remain conventional or insufficiently explained.	Structures are unclear or do not demonstrate how the proposed experience could operate.
Founding Ninth-Grade Educator Team	Presents a clear team-based workforce in which educators with differentiated expertise share responsibility for students. Roles, collaboration, and the distinctive educator role are intentionally designed around the student experience.	Presents meaningful educator collaboration and shared responsibility with generally clear roles.	Includes some team-based elements, but work remains substantially organized around individual educators or connections to the student experience are weak.	Staffing remains essentially conventional or does not explain how educators work together.



School Model Proposal (continued)

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Evidence, Design Development & Coherence	Stakeholder perspectives meaningfully influence the model, and the team identifies a substantive revision resulting from what it learned. Vision, student experience, structures, and educator workforce operate as one coherent model.	Uses stakeholder input and demonstrates generally strong coherence across components.	Evidence of stakeholder influence or design revision is limited, or connections among components are inconsistent.	Provides little evidence of outside perspectives or revision, and major components appear disconnected.

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

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

School Model Pitch and Design Defense Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
School Model Pitch	Presents a compelling and well-organized story connecting the vision, ninth-grade experience, school structures, and educator team. Team members demonstrate shared ownership of the model.	Clearly communicates the major components and relationships within the model.	Communicates the basic model but may be uneven, overly descriptive, or unclear in places.	Does not clearly communicate how the proposed school works.
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.



School Model Pitch and Design Defense Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Presence	The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver 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 complement the content.
Q&A Discussion	The competitors demonstrate deep ownership, thoughtful reasoning, and an ability to explain tradeoffs and connections between design choices.	The competitors demonstrate solid understanding and can explain most major design choices.	The competitors demonstrate general familiarity but reasoning is inconsistent or superficial.	The competitors cannot adequately explain major design choices or relationships within the model.
Overall Impact	The presentation's demonstration of clear, powerful, and undeniable impact and innovation translates fully. The visuals and the presentation content and delivery effectively complement each other to craft a highly impactful, professional-caliber experience.	The visuals, content, and delivery work together to offer a commendable presentation. With minor revisions and delivery tweaks, the project could be considered professional caliber.	The presentation demonstrates effort. At multiple moments, the visuals, content, and delivery may not effectively complement one another, which may limit the impact of the presentation.	The presentation demonstrates inconsistent, off-topic, unprofessional, or superficial aspects of the visuals, content, or delivery. The audience is frequently distracted from the intended impact by aspects of the visuals, content, or delivery.

Time of Presentation

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



INSIDE OUR SCHOOLS PRESENTATION 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

School Model Proposal

	Accomplished	Commendable	Developing	Needs Improvement	Score
Vision & Purpose	20-16	15-11	10-6	5-1	
Founding Ninth-Grade Experience	20-16	15-11	10-6	5-1	
School Structures	20-16	15-11	10-6	5-1	
Founding Ninth-Grade Educator Team	20-16	15-11	10-6	5-1	
Evidence, Design, Development & Coherence	20-16	15-11	10-6	5-1	

PRE-SCORE_____/100

Continued

COMPONENTS SCORED ON-SITE

Presentation Guideline Adherence

	Adheres	Does not adhere	Score
On Screen Facilitation	5	0	

School Model Pitch and Design Defense Presentation and Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
School Model Pitch	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	
Design Defense & Q&A	15-13	12-9	8-5	4-1	
Overall Impact	15-13	12-9	8-5	4-1	

Presentation Length

	6-8 Minutes	3-5 Minutes	Presentation is shorter than three minutes or had to be stopped at 8 minutes.	Score
Length	5	3	1	

PRESENTATION ON-SITE SCORE_____/85

TOTAL SCORE_____/185

FEEDBACK FOR STUDENTS: Write two or more sentences.