



TEXAS ASSOCIATION OF FUTURE EDUCATORS
COMPETITIVE EVENTS

RESEARCHING LEARNING CHALLENGES COMPETITION

\$100 Scholarship to Judge's Choice Winner

National Qualifying Competition

Competitors may only compete in one event at the national level.

Entries Per Chapter	1 entry per division
Type of Event	Team (2-4)
State Competition	Yes
National Competition	Yes
National Education and Training Career Cluster Knowledge and Skill Statements	EDC02 and EDC07
Principles of Education and Training TEKS	b4; 1A, C-J; 4A, B; 5A, B
Human Growth and Development TEKS	b4; 2A-C; 3A-E; 4A-D, F; 5A-D, F; 6A-D, F; 7A-E; 8A-B, F;
Instructional Practices in Education and Training TEKS	b4; 2A-B, D, E; 3A-D; 4A, B; 5C-E; 6A-D; 7A-C; 8A; 9A-C
Practicum in Education and Training TEKS	b4; 3A-B, E; 4A, B; 5A, G; 6B-C; 7A; 9B
Child Development TEKS	b4; 1B, D; 3C, 5A, C; 6A; 7A; 8A-D, G
Child Guidance TEKS	b4; 1A, C, D, E; 2C; 3C, F, G; 4A, B; 6A-C
College and Career Readiness Skills	ELA IA-1, 2, 4, 5; IVA-1, 2 B1, 2; VA1, 3 Science IA-1, 3; B1, IIIB-1, C-1, D-1, 2 Social Studies IVB-1, 3, 4; D-1, 2; VA2, B1

NOTE: The members of the Competitive Events/Service Committee selected TEKS from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child development and child guidance) that they thought were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific project, other TEKS might also apply.



GENERAL RULES AND REGULATIONS – As of 8.19.2024

NOTE: General rules and regulations apply to all 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 student competing.

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. [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 a paid Active-level student member of Educators Rising no later than **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 nationals, schools are permitted to replace up to fifty percent of the original team members who qualified at the state- level.
- 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 in any competition.

GENERAL COMPETITION INFORMATION CONT.

- 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 Conference.
- 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.

Division 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 — Grades 7, 8
 - High School Junior Varsity— 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.

Application and Submission

- All submitted materials must reflect original work from the 2024-2025 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.**
- For team competitions only one application should be submitted, all participating students are to be listed as team members in all places indicated on the application form.
- Each competition guideline will identify what 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 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. We recommend that all competitors 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. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

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 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 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 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

GENERAL COMPETITION INFORMATION CONT.

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

- All competitions will be recorded to allow for review when determining placement.
- Scoring is based on the posted individual competition rubric.
- Final scores will be based on a scaled score. Scaled scores are calculated through a number of 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. To ensure fairness across these rooms, we employ a well-established mathematical method to normalize scores. 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. That score is averaged with the partner judge. If there is a deviation of more than one standard deviation between rooms, the two rooms are normed against one another to that deviation. Final scores used for ranking are the normalized (also known as scaled scores).
 - When normalizing scoring, perfect scores will be excluded from the normalization process. 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 98-100
 - Red-Scores 94-97
 - White-Scores 90-93

Inquiry Process

- Following the conference, the student scores will be released directly to the participating student(s). 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. Students will be required to 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 that are 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 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, 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.

GENERAL COMPETITION INFORMATION CONT.

- **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 the building. Head covers that are required for religious purposes or to honor cultural traditions 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 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 it is 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.
- Students competing will attest that they did not use any AI in the development and delivery of their competition. Students who are 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.

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, 2025 8:00 A.M.** EASTERN TIME

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 7, 2025 5:00 P.M.** EASTERN TIME

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 7, 2025 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. *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.** Depending on your competition, some of these items are judged before the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents before submitting them. Only competitors who register by the deadline will be scheduled to compete.
For competitions that have multiple students participating only one application should be submitted and all students need to be listed as team members in all places indicated on the application form.
- Print and save your confirmation email and application number.** You will need the application number when you register for the conference.
- Register as a competitor for the Educators Rising National Conference.** All national conference information, including how to register, can be found on the [Educators Rising National website](#).
- Find out when you are scheduled to compete onsite.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.
- Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.
- Head to Nationals!** National placers will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference you can attend this final celebration.



RESEARCHING LEARNING CHALLENGES COMPETITION

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity, Collegiate

EDUCATORS RISING STANDARDS:

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

Contest Purpose

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

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

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

This year's competition focuses on a specific learning disability called Cerebral Palsy.

Cerebral palsy (CP) is a group of conditions that affect a person's ability to move and maintain balance and posture. It's caused by damage to or abnormalities in the developing brain. The condition can significantly impact a child's learning experience in various ways:

- **Physical Challenges:** Difficulties with motor skills, fatigue, and pain can hinder participation in classroom activities.
- **Cognitive and Communication Challenges:** Attention difficulties, language impairments, and sensory processing disorders can interfere with learning.
- **Social and Emotional Challenges:** Low self-esteem, social isolation, and emotional regulation issues can impact learning and behavior.

Citation: <https://www.ncbi.nlm.nih.gov/books/NBK538147/> and cerebralspalsy.org.au

According to the Centers for Disease Control and Prevention (CDC), approximately 10 out of every 1,000 children in the United States have cerebral palsy.

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

Team members should research cerebral palsy and best practices to support the education of students with this learning challenge. You are encouraged to embark on this research using traditional sources as well as primary sources (ex. conducting interviews with individuals impacted by this disability or professionals who support individuals with this disability, etc.). Then team members should discuss the research in order to determine recommendations for their paper and presentation.

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

Competition Guidelines

There are two components to this competition:

- *A position paper, submitted and scored by judges prior to the national conference, and*
- *An interactive session (including a presentation) with judges on-site at the national conference.*

- A. Team members will use the information collected in the research phase to collaborate in creating two products: a position paper and a slide deck presentation.
- B. The position paper will include a title page, a works cited page (using MLA, APA, or Chicago citation style), and four to six full pages of research-supported recommendations with appropriate context. The works cited and title pages will not count towards the four-to-six-page length. The position paper must be submitted online.
- C. The slide deck presentation (ex. PowerPoint, Prezi) should engagingly complement and deliver the team's research findings and recommendations.
- D. At the Educators Rising National Conference, qualifying representatives (two to four students) must present to a panel of expert judges for up to 10 minutes about their research using the slide deck as their visual aid. Students will also respond to judges' questions on the assigned topic and presentation; the entire interactive session with judges may last up to 15 minutes.
- E. Team members should bring the file of their slide deck on a USB drive.

RESEARCHING LEARNING CHALLENGES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

DETAILED SCORING RUBRIC

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

PRE-SCORED COMPONENTS

Position Paper Structure and Impact

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

Position Paper Cont.

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

Position Paper Guideline Adherence

Points Available	3	0
Title Page	Contains title, contestants' names, schools, contact information, date.	Does not contain title, contestants' names, schools, contact information, date.
Citations	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
Works Cited	Accurately uses MLA, APA, or Chicago-style format.	Does not accurately use MLA, APA, or Chicago-style format.
Length	Four to six full pages of research-supported recommendations with appropriate context.	Less than four full pages or more than six full pages of research-supported recommendations with appropriate context.
Grammar & Mechanics	Contains two or fewer errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.	Contains more than two errors related to grammar and mechanics, including spelling, capitalization, punctuation, usage, and subject-verb agreement.

COMPONENTS SCORED ON-SITE
Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Content of Slide Deck	<p>The content of the slides reflects professional-caliber thoughtfulness and thoroughness.</p> <p>The contestants expertly leverage the visual medium to bring out key insights and recommendations with clarity.</p>	<p>The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the contestants' insights and recommendations.</p>	<p>The content of the slides reflects compliance but minimal insight.</p> <p>The images employed may be basic or not entirely effective at amplifying the contestants' messages.</p>	<p>The content of the slides reflects inconsistent focus and quality.</p> <p>The images or text may distract the audience from the contestants' intended messages, or that message may lack focus.</p>
Depth & Insight	<p>The content of the presentation reflects professional-caliber, in-depth understanding and striking insight into all key facets of the issue.</p> <p>The excellent depth of research and preparation is clearly apparent throughout the presentation</p>	<p>The content of the presentation offers useful, well-detailed ideas that warrant further exploration beyond this session.</p> <p>The presentation may explore many but not all key facets of the issue.</p>	<p>The presentation offers basic, intuitive ideas that would have benefited from further unpacking in this session. Some material may be superficial or reflect limited research.</p> <p>The presentation may not explore many of the issues or perspectives at play in the scenario.</p>	<p>The presentation may offer ideas that are flawed, illogical, only partially developed, and feel incomplete.</p> <p>Few perspectives or issues at play in the scenario are explored.</p>
Vocal Delivery	<p>Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding</p>	<p>Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the contestants are conveying.</p>	<p>Clarity of voice, pacing, and modulation of tone are basic and straightforward.</p> <p>The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.</p>	<p>Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation.</p> <p>At times, the vocal delivery from multiple team members distracts from the content of the speech and diminishes its potential impact</p>

Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A Discussion	<p>The contestants' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&A session reflected a broad spectrum of levels of quality, depth, or insight from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.</p>
Overall Impact	<p>The presentation reflects professional-caliber and highly persuasive recommendations via a deep exploration of the issue and context.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a largely persuasive presentation.</p> <p>With deeper research, more realistic proposals, or revisions to delivery, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation does demonstrate effort.</p> <p>At multiple moments, the depth or strategy related to content or delivery may reflect a partial lack of understanding of key facets of the issue</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>

Presentation Length

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



RESEARCHING LEARNING CHALLENGES COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY, COLLEGIATE)

Students' Name: _____

Students' School, City, State: _____

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

PRE-SCORED COMPONENTS

Position Paper Structure and Impact

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

Position Paper Guideline Adherence

	Adheres	Does Not Adhere	Score
Title Page	3	0	
Citations	3	0	
Works Cited	3	0	
Length	3	0	
Grammar & Mechanics	3	0	

POSITION PAPER PRE-SCORE _____/115

Continued

COMPONENTS SCORED ON-SITE
Presentation and Q&A

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

Presentation Length

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

PRESENTATION ON-SITE SCORE _____/80

TOTAL SCORE _____/195

FEEDBACK FOR STUDENTS: Write two or more sentences.