

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 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. **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 in any competition.
 - For example, if you want to compete in Public Speaking but place eleventh or lower in your

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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.

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
- Registering in the incorrect division will result in disqualification.
- 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 2025-2026 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.
 - **For team competitions only one application can be submitted** which lists all 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 competitors also bring a copy of the video file in MP3 format 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 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.

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- 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.
- **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

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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, 2026, 8:00 A.M. EASTERN TIME**

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: **APRIL 6, 2026, 5:00 P.M. EASTERN TIME**

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: **APRIL 6, 2026, 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.** 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.



OUTSTANDING CHAPTER AWARD

COMPETITION TYPE: Team — Closed to spectators

ELIGIBILITY LEVELS: Middle School, High School Varsity, Collegiate

EDUCATORS RISING STANDARDS:

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

Contest Purpose

The purpose of the Outstanding Chapter Award is to provide Educators Rising students with the opportunity to highlight attributes of their chapter that contribute to the field of education. Students will provide evidence of responsive planning and reflective practices in the execution of a Career Technical Student Organization. Students will also demonstrate an understanding of how to support and increase leadership skills amongst the members, provide services to enhance school and community culture, and promote the field of education.

In this competition, the Educators Rising school program will work throughout the year to complete major activities for maintaining an active chapter including but not limited to creating bylaws, recruiting members, maintaining finances, holding effective meetings, creating yearly objectives, and completing chapter projects as well as participating in state and national events.

The students will also work together to develop the live, 10-minute presentation and then select at least two and no more than four students from the school to present a reflection on the chapter's activities that would support their outstanding chapter submission to a panel of judges at the National Conference.

Competition Guidelines

- A. Get together and assemble all required components for the submission. Each component will require detailed evidence of participation or completion
- B. Prepare a 10-minute live presentation reflecting on the accomplishments of the year.
- C. No fewer than two and no more than four student representatives from competing school programs will participate in a 15-minute interactive session with a panel of judges at the National Conference. In the 15-minute interactive session, the student representatives will deliver their live, 10-

minute presentation to a panel of judges reflecting on the year and, optionally, to share chapter artifacts. The presentation should be professional, clear, and informative. The reflection should include what the participants felt went well, how to improve, and what was learned from the experience. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. For the balance of the 15-minute interactive session, the judges will ask the students follow-up questions.

- D. One judge will serve as a timekeeper during the presentations. Team members will receive a visual, non-verbal indication that there is one minute remaining when they reach the nine-minute mark of their presentations. Student presentations will be stopped at 10 minutes.



CHAPTER PROJECT REFLECTION FORM

This form must be completed for each chapter project.

All students participating in the project must be paid national and state members.

Teacher Leaders

Student Leadership Responsible for Event

Position:	
Position:	
Position:	
Position:	
Position:	
Position:	
Position:	
Position:	

Membership Participants

Please attach additional pages for more members.



CHAPTER PROJECT REFLECTION FORM (Cont.)

Event Details

Event Name:	
Event Date:	
Event Time:	
Event Location:	
Target Audience:	

REFLECTION

Please address the following areas in your reflective essay:

- Describe the planning process for the event. Be sure to note members involved in the planning process, administrative approvals, and development of the event. Explain why this service project was selected. Provide details of the steps the chapter took to collaborate with others to ensure the completion of the event.
- Define the purpose of the event. Note if the event aligns with Educators Rising Standards, cross-cutting themes, and/or mission.
- Provide information on any outside agencies or programs that participated or benefited from the event.
- Explain the expected and actual outcomes. Reflect on the experience and provide details of areas of strengths and weaknesses of the event. How will the chapter improve the activity for the future?



OUTSTANDING CHAPTER AWARD

LEVEL (MIDDLE SCHOOL, 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

Organizational Management

Points Available	10	5	0
Chapter Bylaws	Submitted a completed set of chapter by-laws; including at least all of the following areas: voting, membership, officers, committees	Submitted with incomplete or partial information	Not submitted
Leadership & Membership Verification	Contains complete roster; includes student names, Educators Rising ID#, Ethnicity, and Gender; leadership roles are indicated	Contains a roster with incomplete or partial information	Not submitted
Dues	Verification that all members on the roster have paid state and national dues by the fall or spring deadline	Verification submitted but is incomplete or does not match the verified roster submitted.	Not submitted

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Meeting Agendas	Portfolio contains at least three (3) agendas with an explanation of the responsible party for completion and the fidelity of implementation	Portfolio contains at least three (3) agendas with an explanation of the responsible party for completion OR fidelity of implementation, but not both.	Portfolio contains at least two (2) agendas with an explanation of the responsible party for completion OR fidelity of implementation, but not both.	Portfolio contains at least two (2) agendas with limited to no supporting information
Meeting Minutes	Portfolio contains at least three (3) meeting minutes that align with the submitted agendas	Portfolio contains at least three (3) meeting minutes; all do not align with the submitted agendas	Portfolio contains at least two (2) meeting minutes that align with the submitted agendas	Incomplete or limited meeting minutes
Chapter Finances	Portfolio contains a chapter budget of at least two (2) treasurer reports	Portfolio contains a chapter budget and at least one (1) treasurer report	Portfolio contains a chapter budget; missing treasurer reports	Incomplete or limited chapter budget and treasurer reports



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Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Communication	The chapter has a website/web page on the school website. The school also utilizes at least one social media platform. All forms of communication have been updated in the last month.	The chapter has a website/web page on the school website. The school also utilizes at least one social media platform. All forms of communication have been updated in the last three (3) months.	The chapter has a website/web page on the school website OR at least one social media platform. All forms of communication have been updated in the last month.	The chapter has minimal evidence of ongoing communication methods through webpages or social media platforms.
Reflective Practices	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least three (3) copies of a completed evaluation	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least two (2) copies of a completed evaluation	Explanation of procedures the chapter utilizes to evaluate programs and projects; includes at least one (1) copy of a completed evaluation	Limited or incomplete explanation of evaluation procedures; missing copies of completed evaluations

Chapter Objectives

Points Available	10	5	0
General Chapter Objectives	Submitted a completed set of measurable chapter objectives	Submitted with incomplete or partial information	Not submitted

Points Available	40 – 30 Accomplished	29-20 Commendable	19-10 Developing	9-0 Needs Improvement
Yearly Chapter Objectives	Submitted a completed set of measurable chapter objectives for the year; reflects standards and cross-cutting themes of Educators Rising	Submitted a set of measurable chapter objectives; limited alignment to Educators Rising standards and cross-cutting themes.	Submitted a set of measurable chapter objectives; does not align with Educators Rising standards and cross-cutting themes.	Submitted a set of chapter objectives for the year; does not align with Educators Rising standards and cross-cutting themes.
Meeting Yearly Chapter Objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; and includes multiple projects for each objective with a clear alignment to support meeting objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; and includes projects for each objective with limited or unclear alignment to support meeting objectives	The portfolio contains a list of chapter activities utilized to meet yearly chapter objectives; does not explain the alignment of activities to objectives	Limited to no alignment of activities to meet yearly chapter objectives.



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Chapter Projects *(Each project may only count in one category.)*

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Membership Recruitment Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Teaching Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Recreation or Social Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Teacher/Staff Appreciation Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Leadership Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Education Awareness Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Service Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Fundraising Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
School Climate Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components



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Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Campus-Wide or Collaborative CTSO Project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components
Chapter's choice additional project	Project reflection was completed and contains all of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least four (4) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection was completed and contains at least three (3) of the following components: members leading the project, a roster of participating members, event details (date, time, location) target audience, Educators Rising Standards or Cross-Cutting Themes, and reflective summary	Project reflection contains limited to no information for the required components

State & National Participation

Points Available	20	10	0
Leadership Conferences	Submitted a completed list of members who attended leadership conferences; include dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
State Conference	Submitted a completed list of members who attended the state conferences; include dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted



EDUCATORS RISING

Points Available	20	10	0
State Leadership	Submitted evidence of the chapter having a current state officer or state officer candidate	Submitted with incomplete or partial information	Not submitted
Teacher Leader Attendance	Submitted a completed list of teacher leader events attended, including dates, locations, advisor names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
National Conference	Submitted a completed list of members who attended the previous national conference, including dates, locations, member names, and Educators Rising ID#	Submitted with incomplete or partial information	Not submitted
National Leadership	Submitted evidence of the chapter having a current national officer, national ambassador, or national officer candidate	Submitted with incomplete or partial information	Not submitted

Points Available	10	0
State Competitions & Contest	Submitted a completed list of members who competed at the state conference, including competition, level, member names, and Educators Rising ID#	Not submitted
National Competitions & Contest	Submitted a completed list of members who competed at the national conference, including competition, level, member names, and Educators Rising ID#	Not submitted

Partnership Evaluation

Points Available	15	10	5	0
Partnership Evaluation	Portfolio contains at least three (3) evaluation forms from administrators, educators, or program partners	Portfolio contains two (2) evaluation forms from administrators, educators, or program partners	Portfolio contains one (1) evaluation form from administrators, educators, or program partners	Not submitted



COMPONENTS SCORED ON-SITE

Presentation and Q&A

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Content	Presentation is comprehensive, in-depth, and expertly organized. Shares professional-caliber material that meaningfully addresses all items in guidelines.	Presentation is comprehensive, in-depth, and well-organized. Shares professional-caliber material that addresses all items in guidelines.	Presentation is on-topic but inconsistent in its comprehensiveness, depth, or organization.	Presentation struggles to stay on-topic or to address items in the guidelines in a meaningful way.
Vocal Delivery	Clarity of voice, pacing, and modulation of tone are professional-caliber and expertly crafted to deliver to the listener maximum impact and understanding.	Clarity of voice, pacing, and modulation of tone are strong. The listener is able to understand what the competitors are conveying.	Clarity of voice, pacing, and modulation of tone are basic and straightforward. The listener is able to understand, but the impact would be increased with a more dynamic or consistent vocal delivery.	Clarity of voice, pacing, and modulation of tone are inconsistent during the presentation. At times, the vocal delivery from multiple team members distracts from the content of the presentation and diminishes its potential impact.
Presence	The competitors' sustained eye contact, effective posture, and professional demeanor expertly complement the substance of the presentation to deliver the maximum possible impact to the listener. All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.	The competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well. One or more of the presenters may appear to slip in and out of professional character at moments during the session.	The competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material. The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.	The competitors display effort but eye contact, posture, and demeanor from multiple team members could benefit from more practice and coaching so that the speakers' presence consistently complements the content.



EDUCATORS RISING

Points Available	10-9 Accomplished	8-6 Commendable	5-3 Developing	2-1 Needs Improvement
Q&A Discussion	The competitors' responses in the Q&A session demonstrated consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material. The competitors display impressive, professional level depth of knowledge and understanding given his/her experience and research.	The competitors' responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The competitors display some substantive knowledge and understanding of the selected topic based on his/her experience and research.	The competitors' responses in the Q&A session reflected a broad spectrum of levels of quality from answer to answer.	The competitors' responses in the Q&A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses.
Overall Impact	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.

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.



OUTSTANDING CHAPTER AWARD

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

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

Organizational Management

	Submitted Complete	Submitted Incomplete	Not Submitted	Score
Chapter Bylaws	10	5	0	
Leadership & Membership Verification	10	5	0	
Dues	10	5	0	

	Accomplished	Commendable	Developing	Needs Improvement	Score
Meeting Agendas	20-16	15-11	10-6	5-1	
Meeting Minutes	20-16	15-11	10-6	5-1	
Chapter Finances	20-16	15-11	10-6	5-1	
Communication	20-16	15-11	10-6	5-1	
Reflective Practices	20-16	15-11	10-6	5-1	

Chapter Objectives

	Submitted Complete		Submitted Incomplete		Not Submitted	Score
General Chapter Objectives	10		5		0	
	Accomplished	Commendable	Developing	Needs Improvement	Score	
Yearly Chapter Objectives	40-30	29-20	19-10	9-10		
Meeting Yearly Chapter Objectives	40-30	29-20	19-10	9-10		



Chapter Projects *(Each project may only count in one category.)*

	Accomplished	Commendable	Developing	Needs Improvement	Score
Membership Recruitment Project	20-16	15-11	10-6	5-1	
Teaching Project	20-16	15-11	10-6	5-1	
Recreation or Social Project	20-16	15-11	10-6	5-1	
Teacher/Staff Appreciation Project	20-16	15-11	10-6	5-1	
Leadership Project	20-16	15-11	10-6	5-1	
Education Awareness Project	20-16	15-11	10-6	5-1	
Service Project	20-16	15-11	10-6	5-1	
Fundraising Project	20-16	15-11	10-6	5-1	
School Climate Project	20-16	15-11	10-6	5-1	
Campus-Wide or Collaborative CTSO Project	20-16	15-11	10-6	5-1	
Chapter's choice additional project	20-16	15-11	10-6	5-1	

State & National Participation

	Submitted Complete	Submitted Incomplete	Not Submitted	Score
Leadership Conferences	20	10	0	
State Conference	20	10	0	
State Leadership	20	10	0	
Teacher Leader Attendance	20	10	0	
National Conference	20	10	0	
National Leadership	20	10	0	



Points Available	Submitted	Not Submitted	Score
State Competitions & Contest	10	0	
National Competitions & Contest	10	0	

Partnership Evaluation

	Submitted with 3 forms	Submitted with 2 forms	Submitted with 1 form	Not Submitted	Score
Partnership Evaluation	15	10	5	0	

PRE-SCORED COMPONENTS ____/ 595

COMPONENTS SCORED ON-SITE

PRESENTATION Q&A

	Accomplished	Commendable	Developing	Needs Improvement	Score
Content	10-9	8-6	5-3	2-1	
Vocal Delivery	10-9	8-6	5-3	2-1	
Presence	10-9	8-6	5-3	2-1	
Q&A Discussion	10-9	8-6	5-3	2-1	
Overall Impact	10-9	8-6	5-3	2-1	

Length

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

ON-SITE SCORE ____/ 55

TOTAL SCORE ____/650

FEEDBACK FOR STUDENTS: Write two or more sentences.