



GENERAL COMPETITION INFORMATION

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

All students wishing to compete at the Educators Rising National Conference must complete 3 required steps:

1. **Be an Active level paid national member** of Educators Rising for the current school year. State-level membership must be paid, if applicable. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process.
2. **Complete the online application** and upload all required materials by the stated deadline on the [National Competition page](#) located in the Student Resources section in the EdRising Membership Portal. **This is NOT done automatically if you competed at a state or regional conference.**
3. **Register to attend** the Educators Rising National Conference.

GENERAL RULES AND REGULATIONS

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

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than **February 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 which 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 competitions/contests. Visit our [state program page](#) on the Educators Rising national website to contact your state/regional coordinator.
- For states that offer state-level competitions, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference; for contests, entries scoring 97-100 will be eligible to advance to nationals; no other entrants from states that offer the competition/contests at the state level will be eligible for those state-level-offered competitions/and contests. For nationals, schools are permitted to replace up to fifty percent of the original team members that qualified at the state-level.
- For states that do not offer state-level competitions/contests, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions/contests.
 - For example, if you want to compete in Public Speaking but place eleventh or lower in your state-level Public Speaking

GENERAL COMPETITION INFORMATION CONT.

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.

Competition Entries

- All submitted materials must reflect original work from the 2023-2024 school year. Material that may have been created or submitted in previous years is ineligible.
- **In order to be scheduled to compete in a national competition, all competitor applications, national dues, and required materials must be submitted online by the deadline stated on the [National Competitions page](#) in the Student Resources Section of the EdRising Membership Portal.**
 - **All competitions 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 prior to the competition. Failure to submit the required materials by the submission deadline will result in disqualification.
 - Students who have won state-level competitions must also submit their entries on the national website by the deadline to compete at the national conference. Your state does not do this for you.
- All video files that are submitted in advance must be uploaded to either YouTube or Vimeo and be linked on the application form. Videos will not be accepted by mail. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA regarding student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.
- Except when explicitly specified, the Internet may not

be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Laptops and projectors will be provided. Students should bring their own pointing device if needed.

LEVELS OF COMPETITION

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
 - Middle School — 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.
- For Competitions: Medals and certificates will be presented to the top three entries in each division for individual competitions. Trophies and certificates will be presented to the top three entries in each division for team competitions. Places fourth through ten will receive electronic certificates after the conference. For Contests: Ribbons will be awarded to students in each category in each division with scores as follows:
 - Blue-Scores 98-100
 - Red-Scores 94-97
 - White-Scores 90-93

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 prior to the conference.** Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from opening day through the awards ceremony.
- Competitors are expected to dress in business-casual attire. **(See the section [Competition Dress Code](#) for details on what is acceptable.)** Points will be deducted

GENERAL COMPETITION INFORMATION CONT.

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.

Competition Dress Code

All competitors are expected to dress in business-casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as "business casual."

- **Slacks, Pants, and Suit Pants**
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants 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 potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- **Shoes and Footwear**
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Covering**

Hats are not appropriate inside 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 permissions must be obtained for the rights to display and present media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with 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.

Electronic Devices

- Recording devices are not allowed in competitive events.
- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.
- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students who participate in any Educators Rising competitive event are responsible for knowing all updates, changes, and clarifications related to that event. Students and advisors must routinely check the EdRising Membership Portal for updated information.
- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.
- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

Ready to compete at Nationals?

Here is a checklist to help you get prepared, registered, and on the official schedule for nationals!

SUBMISSIONS OPEN: FEBRUARY 1, 2024 8:00 A.M. EASTERN TIME

DEADLINE TO SUBMIT COMPETITION APPLICATIONS: APRIL 8, 2024 5:00 P.M. EASTERN TIME

DEADLINE FOR COMPETITORS TO REGISTER FOR CONFERENCE: APRIL 8, 2024 5:00 P.M. EASTERN TIME

- Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. *Some processes may be different from your state/regional conference.*
- Update your contact information in the EdRising Membership Portal for the summer.** It is recommended that students use a personal mail address where they can receive Educators Rising email communication. Confirmations and reminder emails will be sent to the email listed on the competition application. Please note, that some school emails do not allow for Educators Rising emails to be received.
- Step one:** [Go to the National Competition page in the EdRising Membership Portal.](#) **Step two:** Click on the title of the competition for which you are signing up to compete. **Step three:** Read the guidelines and rubrics. **Step four:** Click Apply, which will take you to the national competition online application platform. All competitors must submit the online competition application even if no additional documents need to be submitted. *This only registers you for the competitions, you will still need to register for the conference separately.*
- Complete the online application, upload any required documents/video links, and submit.** Depending on your competition, some of these items are judged before the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents prior to submitting them.

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

For competitions that have multiple students participating only one application should be submitted and all students need to be listed as team members in all places indicated on the application form.
- Print and save your confirmation email.** You will need this information when you register for the conference.
- Register to attend the Educators Rising National Conference.** All national conference information, including how to register, can be found on the [Educators Rising National website](#).
- Find out when you are scheduled to compete onsite.** [Competition schedules](#) will be posted in the EdRising Membership Portal one month prior to the conference. Go to the Resources section to find the posted schedules. Be sure to check these schedules prior to planning your travel. Competitors should plan to be available for competitions from 1 PM (conference time zone) on opening day through the awards celebration on the afternoon of the last day.
- Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.
- Head to Nationals!** The top 10 for each competition and the students scoring 90-100 for each contest will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference you can attend this final celebration.



ETHICAL DILEMMA COMPETITION

COMPETITION TYPE: Team — Closed to spectators

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

EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard VII: Engaging in Reflective Practice

Contest Purpose

In this competition, the Educators Rising school program must debate an ethical education-related dilemma. This competition requires students to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the school program must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the students must debate the topic together, listening carefully to each other's opinions. Through the discussion, the students must come to a consensus on the topic and then prepare a 10-minute live presentation stating their team's view.

The students must 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 the group's opinion and how it was reached to a panel of judges at the National Conference.

Competition Guidelines

- A. Get together and present the ethical dilemma narrative included.
- B. Spend adequate time discussing the dilemma. This deliberation may take several meetings. As a group, answer the ethical dilemma questions listed with the ethical dilemma narrative included.
- C. When the discussions have concluded, and a consensus has been reached, prepare a 10-minute live presentation stating the team's view on the dilemma.
- D. 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. The presentation should be a professional, clear, and decisive response to the dilemma. How the decision was reached and what factors were considered should be included in the presentation. 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 questions about their deliberation process, the factors that were considered when making a decision, how they reached a consensus, and other questions relevant to the deliberation process.

- E. 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.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Ethical Dilemma Competition rubric.

Application

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



ETHICAL DILEMMA SCENARIO FOR 2024

Sven was feeling both nervous and confident as he was close to completing his teacher preparation program in mathematics. His sixteen-week assigned student teaching placement could not have been more perfect! The 6th – 8th grade middle school has a great reputation, is close to his apartment and he was placed with a cooperating teacher who is a seasoned veteran – Ms. Norton. Sven noticed on Ms. Norton’s social media pages that she appears to be very involved in school activities, leads a youth group outside of school, and is a personal friend of the principal. Considering that Sven was hoping to get a teaching position at the school in which he was assigned to student teach, he couldn’t have been happier to be placed in Ms. Norton’s classroom.

After just a few weeks into his student teaching semester, Sven was getting ready to begin taking over more teaching responsibilities and discovered Ms. Norton has not been following the district’s math curriculum. Not only is she way behind in what she should be teaching, she uses, in Sven’s opinion, outdated teaching methods. She tells Sven she has taught math her way for years and sees no reason to change. Sven can tell many students do not understand the concepts, and others are bored and seem to have given up. He is concerned about Ms. Norton’s reaction when he uses more engaging, innovative teaching methods he learned in his teacher preparation program.

Sven also notices Ms. Norton seemingly treats a handful of students differently from other students by bantering and joking with them. They are connected to the youth group she leads outside of school. Additionally, Sven has become aware that Ms. Norton participates in group text messaging with the youth group members during and outside the school day.

Sven is very concerned about the students who are struggling in Ms. Norton’s math classes. Yet, he also knows Ms. Norton must evaluate his performance as a student teacher so he can successfully complete his preparation program. In addition, Sven still desires to teach at the school after he graduates from college and becomes a certified educator.

Sven wants to mention his concerns to his university-based professor who is supervising his student teaching, but is concerned any resulting action might still impact his ability to get a job at that school, especially since the teacher and principal seem to be friends.

OPERATIONAL DEFINITIONS FOR THIS SPECIFIC SCENARIO

- Teacher Candidate – An individual enrolled in a teacher preparation program to become prepared as a school classroom teacher in a specific content field(s), such as Elementary Education, Secondary Mathematics, etc.
- Teacher Preparation Program – An educational program designed to prepare individuals for teaching in school classrooms in a specific content field(s).
- Student Teaching – The culminating experience of a teacher preparation program in which the teacher candidate is placed in the school classroom for an extended period of time to become fully immersed in the experience and have the opportunity to demonstrate competence as a future classroom teacher.
- Student Teaching Placement – The specific school classroom in which the teacher candidate is placed for the student teaching experience.
- Cooperating Teacher – The teacher of record for the school classroom in which the candidate is placed for the student teaching experience.



RECOMMENDED READING

- The Model Code of Ethics for Educators (MCEE): 2nd edition, available at https://www.nasdtec.net/page/MCEE_Doc
- Blog: Hutchings, T. (2019). Ethics and Educators, “Please, Just Tell Me What to Do!” <https://www.nasdtec.net/blogpost/1757877/Ethics-and-Educators?tag=&DGPCrSrt=&DGPCrPg=4>
- Research of local policies and guidelines, such as:
 - Student teaching guidelines of educator preparation program providers (e.g., universities, colleges)
 - School district policy regarding communicating with students.
 - Other professions’ codes of professional ethics regarding multiple relationships, apprenticeships, and technology

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- Discuss how the cooperating teacher/student teacher relationship differs from teachers who are colleagues.
- Discuss some possible unintended consequences of holding dual roles involving students (serving as teacher and as organization sponsor, etc.).
- Discuss Sven’s concerns about potential issues arising if he exposes what he is observing about Ms. Norton’s competency as a teacher.
- What might be the most appropriate course-of-action for Sven?
- How can teacher candidates best prepare for the myriad unexpected situations that occur when working with teachers and students?
- This scenario frames several core ethical concepts – educator competence, student welfare, and multiple relationships. Consult the Model Code of Ethics and find specific standards that frame those particular issues. Use the standards to determine 1) the greatest priorities in the scenario that need to be addressed, 2) the possible consequences for different courses of action, 3) other stakeholders that are not mentioned in the scenario that may be impacted by Sven’s courses of action, and finally 4) discuss with your colleagues other examples in which those core ethical concepts are present in the teaching profession.



ETHICAL DILEMMA COMPETITION

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.

Presentation and Q&A

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Depth	The speech reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded paths forward.	The speech reflects understanding of the issue and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.	The speech is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research. Solutions may only partially address the scenario.	The speech reflects limited or flawed understanding of the issue in the scenario. Solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused speech reflects keen understanding and striking insight into all sides of the issue at play in the scenario.	The speech offers useful, well-detailed ideas that warrant further exploration beyond this session. The presentation may explore most but not all sides of all issues at play in the scenario.	The speech offers basic, intuitive ideas that would have benefited from further unpacking in this session. This presentation may not explore many of the issues or perspectives at play in the scenario.	The presentation may offer ideas that are flawed, illogical, or only partially developed and feel incomplete. Few perspectives or issues at play in the scenario are explored.
Creativity	The presentation conveys its message in creative, inventive ways that expertly maximize the engagement and impact for the audience. Creative risks taken pay off impressively.	The presentation employs creative ideas to convey its message, though the stylistic or thematic choices do not entirely maximize impact for the audience. Creative choices at 1 or 2 points in the presentation may distract from or limit impact for the audience.	The presentation would benefit from more inventive or distinctive choices. Clichés may be present.	The presentation needs significant improvement in order to engage the audience or deliver meaningful impact related to its intended message.

Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
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 contestants 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 contestants' 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 contestants' 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 contestants' 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 contestants 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.
Teamwork & Professionalism	All aspects of the presentation reflect an equitable effort among all of the contestants on the team. All aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a consistently high level of professionalism.	The presentation appears to reflect a mostly equitable effort among all of the contestants on the team. Most aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a commendable level of professionalism.	The work or responsibility load may appear imbalanced among team members. Aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.	The work or responsibility load appears highly imbalanced among team members. Multiple aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.



Presentation and Q&A Cont.

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Q&A Responses	<p>The contestants' responses in the Q&A session demonstrate 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 demonstrate 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 reflect a broad spectrum of levels of quality 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 responses</p>

Overall Impact

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Persuasiveness	<p>The presenters are entirely persuasive with clear and well-founded rationales for their position.</p>	<p>The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.</p>	<p>The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.</p>	<p>The presenters do not make a persuasive case for how to handle the situation professionally.</p>
Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points delivers maximum impact and understanding to the audience.</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 commendable and persuasive presentation. With minor revisions and delivery tweaks, the project could be considered professional-caliber.</p>	<p>The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another, or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.</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>



Length

Points Available	5	3	0
Length	Speech is between seven and 10 minutes.	Speech is between three and six minutes.	Speech is shorter than three minutes or had to be stopped at 10 minutes.



ETHICAL DILEMMA COMPETITION

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.

Presentation Content

	Accomplished	Commendable	Developing	Needs Improvement	Score
Depth	15-13	12-9	8-5	4-1	
Insight	15-13	12-9	8-5	4-1	
Creativity	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	
Teamwork & Professionalism	15-13	12-9	8-5	4-1	
Q&A Responses	15-13	12-9	8-5	4-1	

Overall Impact

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

Length

	7-10 Minutes	3-6 Minutes	Speech is shorter than three minutes or had to be stopped at 10 minutes.	Score
Length	5	3	0	

TOTAL SCORE _____/150

FEEDBACK FOR STUDENTS: Write two or more sentences.