

## 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

# GENERAL COMPETITION INFORMATION CONT.

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.

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## Judging and Scoring

- Scoring is based on the posted individual competition rubric.
- Final scores will be based on a scaled score. Scaled scores are calculated 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.



## ETHICAL DILEMMA COMPETITION

**COMPETITION TYPE:** Team — Closed to spectators

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

**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. The students then must work together to develop a written analysis of the dilemma and a 10-minute presentation to present the group's opinion, recommendations, and how it was reached to a panel of judges at the National Conference.

### Competition Guidelines

*There are two components to this competition:*

- *A 200–400-word written analysis, 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.*

### WRITTEN ANALYSIS

- A. Team members will create a 200–400-word written analysis that includes:
- a. The names of all competitors, their school's name, school district, and city/state
  - b. A clear statement of the ethical dilemma
  - c. Identification of key stakeholders and their perspectives
  - d. Exploration of potential courses of action and their consequences
  - e. A well-supported recommendation or solution
  - f. Citations for any external sources used

### PRESENTATION

- A. 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 the team's opinion, research, and recommendations. The presentation should include how the decision was reached and what factors were considered in forming the team's opinions and recommendations. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation.

C. 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.

D. Students will respond to judges' follow-up questions. The entire presentation and question session will last a total of no more than 15 minutes.



## ETHICAL DILEMMA SCENARIO FOR 2026

Ms. Chin, a first-year 10th grade physics teacher, was excited for her first open-hour event at her new school. She had been invited by the principal to serve on the planning committee for the evening and felt proud to contribute. The evening's agenda began with a general session in the auditorium, led by the principal and attended by parents, students, and teachers. Afterward, families would tour the school and visit classrooms. Ms. Chin felt optimistic about the start of the school year and was eager to meet her students' families. Her mentor teacher, Mr. Percy, who was assigned to support her as a first-year teacher, had been kind and complimentary, often praising his work.

As the general session drew to a close, the principal invited questions from the audience. A parent—whom Ms. Chin recognized as the mother of one of Mr. Percy's students—raised a concern about the use of artificial intelligence (AI) in the classroom. She had heard that some teachers were relying heavily on AI for lesson planning and was worried about the impact on instructional quality. She questioned whether AI was truly being used to enhance student learning or simply as a shortcut.

Without hesitation, the principal handed the microphone to Ms. Chin, who was seated among the teachers. The principal knew she had a strong background in technology and trusted her to respond.

Ms. Chin froze for a moment. She recalled recent conversations with Mr. Percy, who had openly shared that he used AI tools extensively—for lesson plans, assessments, and even classroom activities. Just the day before, one of her own students, Stephanie, had expressed frustration after receiving a failing grade on a project in Mr. Percy's class for using AI-generated content. Stephanie had pointed out what she saw as a double standard, saying, "If Mr. Percy can use AI for everything, why can't I? I bet the note he sent home was written by AI too."

These thoughts rushed through Ms. Chin's mind as she stood before the audience of parents, students, colleagues, and her principal. She felt the weight of multiple responsibilities pressing in—representing the faculty and school, meeting the expectations of her principal, maintaining credibility as a new teacher, navigating a complicated situation involving her mentor, and responding thoughtfully to a complex, high-stakes question. Most of all, she knew she had to speak with clarity and think critically about the ethical use—and potential misuse—of AI in education. And she had to respond immediately.

### RECOMMENDED READING

- The Model Code of Ethics for Educators (MCEE), [microsite\\_subpage3\\_YMBLD - National Association of State Directors of Teacher Education and Certification](#)
- AI Guidance for Schools Toolkit, [www.teachai.org/toolkit-resources](http://www.teachai.org/toolkit-resources)
- AI and the Future of Teaching and Learning, <https://tech.ed.gov/>
- The Institute for Ethical AI in Education, <https://www.buckingham.ac.uk/research/research-in-applied-computing/the-institute-for-ethical-ai-in-education/>
- Guidelines and Considerations for AI in Education, [www.resa.net/teaching-learning/instructional-technology/ai](http://www.resa.net/teaching-learning/instructional-technology/ai)
- Guidance for Generative AI in Education and Research, <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>
- K-12 Generative AI Readiness Checklist, <https://www.cgcs.org/genaichecklist>





### QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

- What are the different possible responses Ms. Chin could provide and list the pros and cons of each choice?
- Describe the potential risk and consequences of Ms. Chin's response to each of the following stakeholders:
  - Mr. Percy
  - The principal
  - The Faculty Colleagues
  - The students
  - The Concerned Parent
  - The school
  - The Profession
- What do you think is the most appropriate response and why?
- What is the appropriate role of AI in education? Defend your answer.
- Does/can the use of AI diminish the education profession? Defend your answer.



# ETHICAL DILEMMA COMPETITION

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

## DETAILED SCORING RUBRIC

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

### PRE-SCORED COMPONENTS

#### Written Analysis

Points Available	20-16 Accomplished	15-11 Commendable	10-6 Developing	5-1 Needs Improvement
Competitor details/word count	The summary sheet is 351-400 words and contains all 5 required competitor detail components including names of presenters, school, district, city, and state.	The summary sheet is 251-350 words and/or contains 4 required competitor detail components (names of presenters, school, district, city, and state.)	The summary sheet is 200-250 words and/or contains 3 required competitor detail components (names of presenters, school, district, city, and state)	The summary sheet is less than 200 words and/or contains less than 3 required competitor detail components (names of presenters, school, district, city, and state) or was not submitted.
Statement of Dilemma	Clearly and concisely identifies the central ethical issue.	Identifies the core ethical issue but lacks clarity or specificity.	Partially identifies the ethical issue, but it is unclear or incomplete.	Fails to identify a clear ethical dilemma.
Identification of Stakeholders	Accurately identifies all relevant stakeholders and provides a comprehensive analysis of their perspectives.	Identifies most key stakeholders and provides a solid analysis of their perspectives.	Identifies some key stakeholders but lacks depth in analyzing perspectives.	Fails to identify key stakeholders or provides limited analysis of perspectives.
Course of Action and Recommendations	Thoroughly explores multiple courses of action, considering potential positive and negative consequences for all stakeholders.  Provides a clear, well-supported recommendation or solution based on ethical analysis and consideration of stakeholders.	Explores several potential courses of action and considers some consequences for stakeholders.  Provides a reasonable recommendation or solution with some supporting evidence.	Identifies some potential courses of action but lacks depth in exploring consequences.  Offers a recommendation or solution but lacks sufficient support.	Fails to identify or explore potential courses of action and consequences.  Fails to provide a clear recommendation or solution.
References (Works Cited Section)	Accurately cites all external sources used in a consistent format.	Includes most necessary citations but may have minor errors in format.	Includes some citations but lacks consistency or accuracy.	Fails to cite external sources.
Grammar & Mechanics	Error-free grammar, spelling, punctuation, mechanics, and usage. Professional-caliber work.	One error in grammar, spelling, punctuation, mechanics, and usage.	Two or three errors in grammar, spelling, punctuation, mechanics, and usage.	Four or more errors in grammar, spelling, punctuation, mechanics, and usage.

**COMPONENTS SCORED ON-SITE**
**Presentation and Q&A**

<b>Points Available</b>	<b>15-13 Accomplished</b>	<b>12-9 Commendable</b>	<b>8-5 Developing</b>	<b>4-1 Needs Improvement</b>
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 an 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 a limited or flawed understanding of the issue in the scenario. The solutions offered are not plausible, appropriate, or justified.
Insight	The content of the highly focused speech reflects a 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 the 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.
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.

**Presentation and Q&A Cont.**

Points Available	15-13 Accomplished	12-9 Commendable	8-5 Developing	4-1 Needs Improvement
Presence	<p>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.</p> <p>All team members, whether speaking or not, reinforce the intended impact of the presentation at all times.</p>	<p>The competitors' mostly sustained eye contact, positive posture, and pleasant demeanor complement the content of the presentation quite well.</p> <p>One or more of the presenters may appear to slip in and out of professional character at moments during the session.</p>	<p>The competitors' inconsistent eye contact, posture, and demeanor reflect a straightforward recital of the material.</p> <p>The speakers could do more to fully capitalize on the added impact possible with a focused, sustained presence.</p>	<p>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.</p>
Teamwork & Professionalism	<p>All aspects of the presentation reflect an equitable effort among all of the competitors on the team.</p> <p>All aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a consistently high level of professionalism.</p>	<p>The presentation appears to reflect a mostly equitable effort among all of the competitors on the team.</p> <p>Most aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect a commendable level of professionalism.</p>	<p>The work or responsibility load may appear imbalanced among team members.</p> <p>Aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism.</p>	<p>The work or responsibility load appears highly imbalanced among team members.</p> <p>Multiple aspects of the competitors' performance — including demeanor, dress, speech, attention to detail, and quality of materials — need significant improvement to be considered professional caliber.</p>
Q&A Responses	<p>The competitors' responses in the Q&amp;A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The competitors display impressive, professional-level depth of knowledge and understanding given his/her experience and research</p>	<p>The competitors' responses in the Q&amp;A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The competitor displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The competitors' responses in the Q&amp;A session reflect a broad spectrum of levels of quality from answer to answer</p>	<p>The competitors' responses in the Q&amp;A session may reflect evident effort and passion but are inconsistent in the depth, accuracy, understanding, or insight offered in their responses</p>



# EDUCATORS RISING

## Overall Impact

Points Available	20–16 Accomplished	15–11 Commendable	10–6 Developing	5–1 Needs Improvement
Persuasiveness	The presenters are entirely persuasive with clear and well-founded rationales for their position.	The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.	The presenters should look for deeper or more clear and well-founded rationales for considering all aspects of the scenario and responding persuasively.	The presenters do not make a persuasive case for how to handle the situation professionally.
Overall Impact	<p>The presentation’s professional-caliber and highly persuasive exploration of the issues and explanation of decision points deliver maximum impact and understanding to the audience.</p> <p>The presentation content &amp; delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</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.	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>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	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.



# ETHICAL DILEMMA COMPETITION

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

Students' Names: \_\_\_\_\_

Students' School, City, State: \_\_\_\_\_

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

## PRE-SCORED COMPONENTS

### Written Analysis

	Accomplished	Commendable	Developing	Needs Improvement	Score
Competitor details/word count	20-16	15-11	10-6	5-1	
Statement of Dilemma	20-16	15-11	10-6	5-1	
Identification of Stakeholders	20-16	15-11	10-6	5-1	
Course of Action and Recommendations	20-16	15-11	10-6	5-1	
References (Works Cited Section)	20-16	15-11	10-6	5-1	
Grammar & Mechanics	20-16	15-11	10-6	5-1	

WRITTEN ANALYSIS PRE-SCORE \_\_\_\_\_/120

CONTINUED



**COMPONENTS SCORED ON-SITE**

**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	Presentation is shorter than three minutes or had to be stopped at 10 minutes.	Score
Length	5	3	1	

**TOTAL ON-SITE SCORE \_\_\_\_\_/150**

**TOTAL SCORE \_\_\_\_\_/270**

**FEEDBACK FOR STUDENTS:** Write two or more sentences.