

# EPC 2021 Operational Guidelines

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## Suggested 2021 EPC Organizing Committee

- Chair and Event Director: Danya Chowdhury
- Principal Advisor: Dr. Zahra Ahmed
- Judging affairs Chair: Danya Chowdhury
- Student Intern: Nazifa Mahmud
  
- Category Leads:
  - **Levels 1 + 2: Zaakira Ahmed**
  - **Levels 3 + 4: Zaafira Elham**
  - **Levels 5 + 6: Amirah Ahmad**
  - **Ruqayyah Khan & Shefa Ahsan, Poster and Multimedia**

## 1. Category Leads

See above

### Category Leads Roles and Goals

- a. Category lead is the principal point of contact for the judges
- b. Category lead will distribute essays and Google forms to the judges. They will collect scores from judges, resolve issues (if any) to minimize deviations among the judge's scores, and rank the submissions.
- c. Category lead will assign judges during the speech contest and assign lead judge per level (if need be)
- d. Category lead will cross-verify the speech scores as judges' enter their data in the JotForm (An automated reply including the judges scores will be transmitted to the category lead). Judges will review the speech results and they will identify two potential speakers for the award ceremony from the lead judge and rank EPC submissions
- e. Category lead will compute and list the awardees (five awards per level and each one is exclusive of the others)
- f. Category lead must cross-verify their results by an independent evaluator or by a fellow judge (there will be a computer and a person available to cross verify your scores, if need be)
- g. Category lead will announce the results at the award ceremony (**Ascending order:** Participants, Special speech, Special Essay, 3<sup>rd</sup>, 2<sup>nd</sup> and 1<sup>st</sup> positions) and electronically forward the results to [essays@mafiq.org](mailto:essays@mafiq.org)
- h. Category lead will announce the results at the award ceremony (Ascending order: Participants, 3<sup>rd</sup>, 2<sup>nd</sup> and 1<sup>st</sup> positions in essay and speech respectively) and electronically forward the results to [essays@mafiq.org](mailto:essays@mafiq.org)
- i. Category lead must ensure that the judge's send feedback to participants once emails are given corresponding to the
- j. participant ID number (if possible)
- k. Category leads are encouraged to come up with ideas to organize special sessions on the day of the

event. This could be in the form of knowledge bowl/Kahoot etc.

## 2. Judge Assignments and Schedule/Judging Process and Timeline

### (List of judges signed up so far)

*Speech judging assignment will be different and the level you will be judging will be given on the day of the event. We need 2 judges per level totaling 12 judges for the speech contest and 4 for the multimedia.*

T Your Name	Select all that a...	Have you been a judge in any ...	Click to select that works for you:	Your availability on Saturday, January 23 for the...
Arif Abdal Kabir	No, I do not have any C	Yes and taken the orientation	Available for speech judging only.	Available for the entire event from 0900-1530
Shadia Nahar	No, I do not have any C	No, 1st time judging and I feel comfort	Available for speech judging only.	Available for the Speeches judging only (0900 to 1300)
Afaaf Amir Ahmad	Level 6 (grades 11 & up)	Yes and taken the orientation	Available for essay and speech judging.	Available for the entire event from 0900-1530
Nazea Khan	Level 4 (grades 7 & 8)	No, 1st time judging and I feel comfort	Available for speech judging only.	Available for the Speeches judging only (0900 to 1300)
Doha Nassar	Level 4 (grades 7 & 8)	Yes and taken the orientation	Available for essay and speech judging.	Available for the entire event from 0900-1530
Amirah Ahmad	Level 6 (grades 11 & up)	Yes and taken the orientation	Available for essay and speech judging.	Available for the entire event from 0900-1530
Yumna Rahman	No, I do not have any C	Yes and taken the orientation	Available for essay judging only.	Option 3
Gibran Ali	No, I do not have any C	Yes and taken the orientation	Available for essay judging only.	Option 3

### **Timeline:**

1. Essay submission due date 10<sup>th</sup> January 2021
2. Judges receive essays (via electronically) by 12<sup>th</sup> January
3. **Judges score due to the category lead on 19<sup>th</sup> January**
4. Category lead finalizes Essay ranking: 21<sup>st</sup> January
5. Invitation to speech participants goes out 20<sup>th</sup> January
6. Virtual speech contest on 23<sup>rd</sup> January.

### **Judging Process & Tips**

Thank you for agreeing to serve as a judge for the Mafiq Foundation's Essay Panel Context (EPC). This document provides you with information and rubrics needed to judge the youth submission fairly and consistently. There are 5 categories for submissions (essays, letters, posters, speech and multimedia). Please only attend to the categories that you will be judging.

### **Expectations for All Judges:**

1. Please alert the category lead if you have a conflict of interest in the level you're judging.
2. You will let us know which grades/levels your children are competing in, if any, so that we can assign you to judge other grades/levels.
3. You will review the rubrics and essay topics before you start to judge
4. You will review the essay files upon receipt to make sure that they are all included and do not include duplicates or have other problems. If you see a problem, please alert the Level lead as soon as possible
5. You will give yourself enough time to judge the essays fairly and without rushing
6. You will score essays based on the rubrics not your opinion of the content of the essays or topic
7. You will return your score sheets on time.
8. Your positive and constructive comments/feedback are important.

YOUR COMMENTS/FEEDBACK ARE VITAL TO THE SUCCESS OF THIS PROGRAM AND ARE VERY IMPORTANT FOR THE PARTICIPANTS. SO, PLEASE TAKE YOUR TIME AND WRITE DOWN MEANINGFUL AND CONTRUCTIVE FEEDBACK TO EACH AND EVERY ESSAY THAT YOU GRADE. WE THANK YOU FOR YOUR TIME AND EFFORT.

**TIPS:**

- It helps to review all of the essays one time before you start to judge them
- You may want to note preliminary scores as you read the essays and then review all of your scores before finalizing them to make sure that you did not judge the essays you read first or last differently from the rest (e.g., more harshly or more lightly)
- Double check your scores to make sure that you entered them correctly into the spreadsheet and that there are no typos.

Important Dates:

- You will receive the essays and scoring spreadsheet for judging approximately January 12
  - You must return your completed scoring spreadsheet by the date specified (January 19<sup>th</sup> )
- 

**[Click to see EPC Rubrics \(also see below\):](#)**

Please note the **weights** given for different categories in the rubrics. You will score each category for a maximum of 10 points. Corresponding weights for each category will be accounted in computing the total score of each contestant.

[Click to Sample JotForm \(EPC Essay Scoring Form\)](#)

## EPC Essay Scoring Form

For questions, contact: Essays@mafiq.org



Assalamu alaikum  
Dear EPC Judges

Please enter your individual scores below for the contestants based on the RUBRICs provided at: [http://epc.mafiq.org/wp-content/uploads/2013/10/RUBRIC\\_2013.pdf](http://epc.mafiq.org/wp-content/uploads/2013/10/RUBRIC_2013.pdf)

You will have a chance to reenter revised score, when needed, however, you will not have an instant access to review the previously stored score in the database. So we suggest that you keep a copy of the scores that you're about to enter for your reference and deliberations. Also, it is a better practice to do a quick review of all essays (for the level you are grading) before you start scoring any. A quick review can be useful in identifying the baseline, range and relative positions of the essays.

Also, we request that you complete the preliminary Judging by 18 January, In Shaa Allah.

For questions, please contact essays@mafiq.org

Jazakallahu khairan for your time and efforts in judging this years' EPC submissions.

Wassalam  
EPC Organizing Committee

Your E-mail \*

example@example.com

Your Name \*

Judge's 1st Name    Last Name

-----Level 4 -----Category lead: Dr. Zahra Ahmad -if you have questions please contact me at: 'Zahra D.'  
<zhaha@icmail.com>-----

Please click [Level 4](#) to enter your score and keep a copy for your reference.

If you have trouble viewing or submitting this form, you can fill it out online:  
<https://www.scribble.com/submit/essay/level4form?Email=muhammad@icmail.com&level4=ZahraD&level4=ZahraD&level4=ZahraD>

**TOPIC: HESOLC (Th – Ish Genda)**

The Prophet (SAWS) was slow to anger and quick to forgive. Why is this important to consider when dealing with the conflicts we face in our lives?



Essay #	ID	Score
Essay 1	L4YR1062015-0643	
Essay 2	L4AM1002015-0644	Moved to L3
Essay 3	L4M61092015-817	
Essay 4	L4MM1102015-1102	
Essay 5	L4YY1112015-1304	
Essay 6	L4AJ1112015-0106	
Essay 7	L4AF1112015-0459	

L4YR1062015-0643

**Essay Topic: The Prophet (SAWS) was slow to anger and quick to forgive. Why is this important to consider when dealing with the conflicts we face in our lives?**

*The Prophet (SAWS) was slow to anger and quick to forgive.*

It was simple to remember, yet the humans below her heeded it not. Perhaps it was true. They tended to forget easily hence Allah called them فُجَّارًا, or the ones who forget<sup>11</sup>. Yet, when it came to grudges, they did not let go. She didn't understand these humans. They were complicated, self centered beings that were hard to understand. But Allah had hopes for the humans so she did too. If she were to advise them on how to control their rage, what would she say? Maybe a better question would be what would her ancestor, عزراة of the wise king سليمان, say? She fell into a deep, thoughtful silence. As the first light of dawn seeped into the darkness of the night, the hoopoe perched on a tree branch began her song that expressed her hopes for the dumb people on earth.

"Oh فُجَّارًا - the ones who forget – let this be a reminder to you! You face many walls that block your ascent to the top of the world but you fail to recognize how to push through them. Power, nourished by anger, will not help you break free from the barriers in your way. It will leave you black and blue, and the wall as healthy as it was before. However, if you heeded this one sentence spoken by the greatest man on Earth, you can deal with the conflicts in your daily

## Sample Document for Essay Judging

**ESSAY RUBRIC (revised dated 10/14/11) - 40 Points Possible**

ESSAY RUBRIC	8-10	5-7	3-4	1-2
<p><b>1. Ideas:</b> The degree to which the essay presents a unique and well formed idea(s). <b>(Weight = 1.5)</b></p>	<p>The ideas show a complete understanding of the topic. --The thesis (position) is clear --Details (excerpts) support the thesis. --The author provides an interesting or unique perspective, interpretation, and/or examples to support his or her thesis.</p>	<p>The ideas show an understanding of the reading. --The thesis is clear. --Some details support the thesis.</p>	<p>--The thesis statement is unclear. --More details are needed. --The student does not explain all of his/her ideas clearly.</p>	<p>The essay needs a thesis statement and details.</p>
<p><b>2. Organization</b>  The degree to which the essay makes a central point (i.e., has a clear theses), supports that point, and concludes with a summary of that point <b>(Weight = 1)</b></p>	<p>The parts work together to create an insightful and convincing essay. --essay has at least three main parts—introduction (beginning), body (middle) and conclusion (end). --smooth transitions --It is clear and compelling</p>	<p>The organization pattern fits the topic and purpose. --Contains introduction, body and conclusion, but one or more part(s) might need better development.</p>	<p>The beginning, middle and end run-together.</p>	<p>Organization is unclear and incomplete. --No identifiable beginning, middle or end.</p>

ESSAY RUBRIC	8-10	5-7	3-4	1-2
<p><b>3. Word choice/Sentence fluency/Grammar</b></p> <p>The degree to which the writing reflects a good command of English vocabulary and grammar. <b>(Weight = 1)</b></p>	<p>The word choice reflects careful thinking about the essay &amp; makes a powerful case. The writing conveys the author's voice in a way that is unique, confident and convincing. The sentence structure in the essay make the ideas stand out. Grammar and punctuation are correct and the copy is free of all or most errors.</p>	<p>The word choice is clear, but the writer needs to avoid clichés or general words. The writing shows interest in the topic and some elements of a unique voice. No sentence problems exist, but more sentence variety is needed. The essay has a few careless errors in punctuation and grammar.</p>	<p>The words do not create a clear message. --too many general words are used. The writing does not show a particular interest in the topic, it is hard to identify the author's voice. The essay has many sentence problems. The number of errors makes the essay hard to read.</p>	<p>The writer needs help with word choice. Some words are misused. Word choice for persuasive writing has not been considered. There is no unique voice or perspective offered. The writer needs to learn how to construct sentences. Help is needed to make corrections.</p>
<p><b>4. Works Cited</b></p> <p>The degree to which the author's points are supported by other sources that are properly cited. <b>(Weight = 0.5)</b></p>	<p>Essay supported with references for all or most points, references clear, references on separate page, and presented neatly.</p> <p>For HS/Above this would be at least 5 citations</p> <p>For middle school this would be at least 3</p> <p>For elementary school this would be at least 2 citations</p>	<p>References provided for the majority of points needing references, references clear, references on separate page, and presented neatly.</p>	<p>Many references missing and either not on separate piece of paper, unclear or not presented neatly.</p>	<p>No references.</p>



**LETTER RUBRIC for Grades 1&2 ONLY (revised dated 10/14/11) - 40 Points Possible**

	<b>8-10</b>	<b>5-7</b>	<b>3-4</b>	<b>1-2</b>
<p><b>Style, audience, tone</b></p> <p>The degree to which the submission reads as an interesting letter.</p> <p><b>(Weight = 1)</b></p>	<p>Creative use of the letter format including good use of white space, a sense of the author comes through, and a tone appropriate for the identified recipient of the letter (e.g., a friend, and grandparent, a teacher).</p>	<p>Information is well written and interesting to read.</p>	<p>Some information is provided, but is limited or inaccurate.</p> <p>There is little sense of the author in the letter.</p>	<p>Information is poorly written, inaccurate, or incomplete.</p>
<p><b>Technical</b></p> <p>The letter follows common letter format with, for example, appropriate font/handwriting size and spacing.</p> <p><b>(Weight = 1)</b></p>	<p>Letter is complete with all required elements.</p>	<p>Some friendly letter elements may be missing.</p>	<p>Most friendly letter elements out of place or missing.</p>	<p>Improper form is used.</p>
<p><b>Grammar, punctuation, and choice of words for the friendly letter</b></p> <p>The degree to which the writing reflects an age-appropriate command of English vocabulary and grammar</p> <p><b>(Weight = 1)</b></p>	<p>Excellent job on presentation, style, grammar, and punctuation.</p>	<p>Presentation, style, grammar, and punctuation all fair and indicative of a friendly letter.</p>	<p>Information mislabeled or missing. Inaccurate punctuation or grammar.</p>	<p>Grammar, punctuation, and choice of words poor for a friendly letter.</p>

<p><b>Organization</b> The degree to which the content of the letter makes a central point (i.e., has a clear theses), supports that point, and concludes with a summary of that point <b>(Weight = 1)</b></p>	<p>All the parts work together to tell a unified story or make a clear point. The body of the letter includes a clear beginning, middle and end. The author's ideas are clear and compelling</p>	<p>The organization pattern fits the topic and purpose. --Contains introduction, body and conclusion, but one or more part(s) might need better development.</p>	<p>The beginning, middle and end run-together.</p>	<p>Organization is unclear and incomplete. --No identifiable beginning, middle or end.</p>
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### 3. Speech contest guidelines and Rubrics and Google (Speech contest) form

#### **EPC Speech Judging Guidelines.**

On the day of the event, please plan to arrive by 8:30 am (breakfast will be arranged) and plan to attend the **speech judge's orientation at 9 am sharp**. Our Category leads will provide you with the list of participant's names and the spreadsheet (if any) and they will instruct you on how to report the scores back to them.

**The judges are responsible for three main things:**

1. Introduce yourself to the audience, welcome the participants, and state the speech contest rules and procedures (see below)
2. Conduct the speech contest, keep time, and maintain order in the classroom
3. Judge the speeches, enter the scores in the spreadsheet provided, and recommend two speakers (unanimously picked by the judges) for the award ceremony

#### **Speech contest rules and procedures**

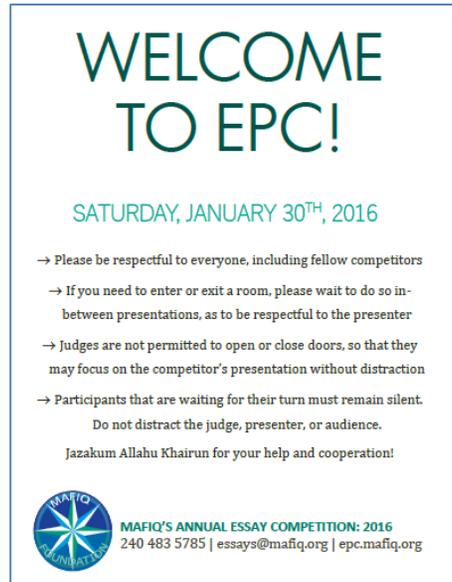
- Write your name on the score sheet provided and double check names of contestants with each other (judge)
- Read out loud the participants' names, the order of their turn for speech contest and record names, if missing, in the participants list (Please let your category lead know about the additional names)
- Greet everyone, announce topic, and ask participants if they are ready and mention the rules on how the speech will be conducted (speech time and the use of warning signs (Show yellow Card - for 1 min warning, Red Card – stop)
- Remind the attending parents and participants about the rules for entering and leaving the Zoom room (*see speech room entry guidelines snapshot below*).
- Tell them about the feedback session (most likely a general feedback session, unless individual feedback could be arranged within the time frame) that you would provide to the contestants. The speech session including feedback must end at 1:00 pm.

- Call upon the speakers one by one to the podium, in the order of the list provided.
- PLEASE do not comment on any speech. However, you may mention general observations without referring to a specific person. Write down your comments on the score sheet.
- You will have about 1 minute after the end of a speech to score that speech;
- Turn in your scores to the category lead at the end of the session and indicate the best speaker for your session.
- Your positive and constructive comments/feedback are important. (You will decide what form and format of the feedback will be, most likely a general feedback session for all to benefit or it can be individual feedback when possible).

**YOUR COMMENTS/FEEDBACK ARE VITAL TO THE SUCCESS OF THIS PROGRAM AND ARE VERY IMPORTANT FOR THE PARTICIPANTS. SO, PLEASE TAKE YOUR TIME AND PROVIDE MEANINGFUL AND CONTRUCTIVE FEEDBACK TO EACH AND EVERY ESSAY THAT YOU GRADE. WE THANK YOU FOR YOUR TIME AND EFFORT.**

## **Scoring**

1. Take notes during the speech on the elements of the rubrics. For example, you can tally the number of times the speaker makes eye contact, makes a particularly good point or mumbles. These tallies can help you to score an essay.
2. Be consistent in your scoring across all speakers in the same level
3. Do not be swayed by personal preference or opinion. For example, if two essays are otherwise of similar quality do not score one child higher because that child expresses opinions similar to yours.
4. Use of index cards is permissible, however, reading directly from the script is strongly discouraged and scores should reflect this.
5. It is a natural tendency to unconsciously adjust your scoring approach as you hear more speeches. So, be sure that at the end of a session, review your scores and note sheets to make any adjustments to your scoring before turning in your scores to your category lead.



**Speech Room Entry Guidelines to be posted in the door iA**

### **Timer**

Please see automated timers available [here](#) for each level with built in flash cards (start, 1 min left warning and 30 sec left warning) that you may find useful.

**[Speech Rubrics](#)** (page 5)

**[JotForm \(Speech scoring form\)](#)** ---You'll use an automated entry of scoring using the JotForm. Please keep a record of yours scores handy in case there is any issues with the electronic transmission.

# EPC Speech Scoring Form

For questions, contact: [Essays@mafiq.org](mailto:Essays@mafiq.org)



Assalamu alaikum  
Dear Speech Judges

Please enter your individual speech score below for the contestants based on the RUBRICS provided at: [http://epc.mafiq.org/wp-content/uploads/2013/10/RUBRIC\\_2013.pdf](http://epc.mafiq.org/wp-content/uploads/2013/10/RUBRIC_2013.pdf) (last 3 pages)

For questions, please contact your Category lead

OR , [essays@mafiq.org](mailto:essays@mafiq.org)

Jazakallahu khairan for your time and efforts in judging this years' EPC submissions.

Wassalam  
EPC 2021 Organizing Committee

Adjudicator's Full Name \*

Judge's 1st Name    Last Name

Unique ID

EPC-2021-Speech-000

Your E-mail \*

ex: [mvname@example.com](mailto:mvname@example.com)



**SPEECH RUBRIC (revised dated 11/25/12) - 40 Points Possible**

<b>SPEECH RUBRIC</b>	<b>8-10</b>	<b>5-7</b>	<b>3-4</b>	<b>1-2</b>
<p><b>Delivery</b></p> <p><b>(Weight = 2)</b></p>	<p>Makes varied and sustained eye contact with entire audience.</p> <p>Uses variance in pitch, rate, and volume to appropriately convey meaning throughout.</p> <p>Smooth flowing language, devoid of filler words or verbal tics.</p>	<p>Makes varied but inconsistent eye contact with entire audience.</p> <p>Frequently uses variance in pitch, rate, and volume to appropriately convey meaning.</p> <p>Smooth flowing language, with a few filler words or verbal tics.</p>	<p>Makes some eye contact with some of the audience.</p> <p>Uses some variance in pitch, rate, and volume to appropriately enhance meaning.</p> <p>Smooth flowing language, with occasional filler words or verbal tics, or pauses.</p>	<p>Does not make eye contact with audience.</p> <p>Speaker speaks in a monotone.</p> <p>Frequently user filler words or phrases, or pauses inappropriately, as if at a loss.</p>
<p><b>Ideas:</b></p> <p>The degree to which the essay presents a unique and well formed idea(s).</p> <p><b>(Weight = 2)</b></p>	<p>The ideas show a complete understanding of the topic and are well organized.</p> <p>--The thesis (position) is clear</p> <p>--Details (excerpts) support the thesis.</p> <p>--The author provides an interesting or unique perspective, interpretation, and/or</p>	<p>The ideas show an understanding of the reading.</p> <p>--The thesis is clear.</p> <p>--Some details support the thesis.</p> <p>--The material flows pretty well</p>	<p>--The thesis statement is unclear.</p> <p>--More details are needed.</p> <p>--The student does not explain all of his/her ideas clearly.</p> <p>--The essay is hard to follow</p>	<p>The essay needs a thesis statement and details.</p>

	examples to support his or her thesis.			
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#### **4. Ranking process and winners**

Five contestants are awarded the top five positions in each level based on the ranking below. The awardees are exclusive to each other as such that no awardee gets more than one award each level.

1. Top three (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> positions) are based on cumulative (essay and speech) scores
2. Special essay – is the one from the essay ranking list who has not been picked in item 1
3. Special speech – is the one from the speech ranking list who has not been picked in items 1 and 2

6. Logistics, 23<sup>rd</sup> January Event Schedule (To be updated for 2021)

# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## ANNUAL EASSY/PANEL CONTEST- 2021 (Tentative)

Speech, Poster, and Multi-Media presentations by participating Muslim Youth of Metro DC area.

Host: Virtual over Zoom

Saturday, January 23<sup>rd</sup> 2021 at 09:00 am

### Program Schedule

9:00 to 9:30 am	Audio/video connectivity check in	
9:00 – 10:00 am	Judges' Breakfast/Orientation (Breakout room)	
Opening Ceremony: emcee: DC		
9:30 am	Recitation from the Holy Quran (Reciter's name?)	
9:35 am	Welcome – Dr. Zahra Ahmed	
9:40 am	Appreciation – President, Mafiq Foundation	
9:45 am	Logistics/general guidelines/ Program Outline – DC	
<b>The Competition - Participants breakout in Rooms for Speech, Poster &amp; Multimedia Contests</b>		
10:30 – 13:00 pm	Speech Contest Time limit: 3 min (Level 1); 4 min (Level 2); 5 min (Level 3); 6 min (Level 4); 7 min (Level 5); 8 min+ 2 min Q&A (Level 6)	Poster & Multimedia Presentations  Poster – see speech time limit  Multimedia – 3 min (max) video time.
	Level 1 & 2 – TBD Level 3 – TBD; Level 4a– TBD; Level 4b – TBD; Level 5 –	Poster Presentation - TBD  Lunch Area: TBD
Lunch: 12:00 pm (Zoom Lunch) Multimedia Contest – TBD		
12:30- 1:30 pm	Special Sessions:	
	Elementary Category - Knowledge Bowl	
	Middle School Category - Knowledge Bowl	
1:30 – 1:45 pm	Zuhr Salah	
2:00 -3:00 pm	Panel Discussions – EPC contributors and past participants	
3:15 -3:45 pm	Award & Closing Ceremony	

7.

## 6. Multimedia Judging

Preliminary Judging of submissions is requested before 20<sup>th</sup> January.

Judges are requested to conduct a preliminary evaluation of the multimedia submissions before 20<sup>th</sup> January event to get a general perception about the quality of the submissions. This will help minimize the deliberations time during the event day so that the judging can be completed on time.

### **MULTIMEDIA PROJECT (revised dated 11-2018) - 30 Points Possible**

<b>MULTIMEDIA PROJECT – 30 points possible</b>	<b>Score</b>
<b>Artistic and Technical Quality (10 points – Refer to breakdown of points below):</b>	
▪ Is the multimedia well-organized? (2 points)	
▪ Are the design and style aesthetically pleasing? (2 points)	
▪ Do the fonts, colors, graphics, and effects enhance the presentation? (4 points)	
▪ Does the multimedia meet the requirements? (2 points)	
• Time Limit: 30 sec – 7 minutes	
• No inappropriate soundtracks	
<b>Interpretation of Essay Topic (10 points – Refer to breakdown of points below):</b>	
▪ Is the multimedia relevant to the essay topic? (3 points)	
▪ Is the multimedia persuasive and informative? (3 points)	
▪ Does the multimedia reflect imagination, creativity, and individuality? (4 points)	
<b>Presentation (10 points – Refer to breakdown of points below):</b>	
▪ Are the presenter’s emotions, personal connection's felt by the viewer? (2 points)	
▪ Did the presenter display confidence in their project? (2 points)	
▪ Is the presentation clear, coherent, and thoughtful? (2 points)	
▪ Does the presenter respond to the judges’ question and appropriately? (4 points)	
<b>TOTAL</b>	

## **POSTER RUBRIC (revised dated 10/30/18) - 40 Points Possible**

<b>POSTER RUBRIC – 40 points possible</b>	<b>Score</b>
<b>Artistic Quality (15 points – Refer to breakdown of points below)</b>	
▪ Does the content and design work well together? Are they balanced? (5 points)	
▪ Is the poster neat and well-organized? (5 points)	
▪ Are the style and design aesthetically pleasing? (5 points)	
Subtotal	
<b>Interpretation of Essay Topic (15 points – Refer to breakdown of points below)</b>	
▪ Is the poster informative? (3 points)	
▪ Does the poster have correct, reliable information? (3 points)	
▪ Does the poster reflect imagination, creativity, and individuality? (4 points)	
▪ Is the poster relevant to the essay topic? (5 points)	
Subtotal	
<b>Presentation (10 points – Refer to breakdown of points below):</b>	
• Are the presenter’s emotions, personal connection's felt by the viewer? (2 points)	
• Did the presenter display confidence in their project? (2 points)	
▪ Is the presentation clear, coherent, and thoughtful? (2 points)	
▪ Does the presenter respond to the judges’ question and appropriately? (4 points)	

Total