



World Affairs Challenge 2017 Teacher Planning Guide

Smart City



World Affairs Challenge
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1. Letter from the Program Director

Dear Friends,

Welcome to the World Affairs Challenge (WAC)! You have joined a community of participants stretching back over 25 years. Thousands have come before you and embarked on a similar journey of world and self-exploration. WAC research and learning will take you all over the world; you'll ride the bullet trains across Japan and wander the futuristic streets of Dubai; you'll explore eco-friendly cities like Curitiba, Brazil; you'll look at your own cities through new eyes. Best of all, you'll be traveling with some great friends, mentors, and teachers along the way.

While you won't need your passport for this amazing journey, you will need to pack a few other things in preparation: a sense of curiosity, an open mind, and respect for your fellow students, as well as the communities you'll learn about. You will be faced with challenges within your teams, challenges from the ideas you encounter, and challenges that affect us all as a global community. Our hope is that you will come out of this experience having reached three main objectives: 1) a greater understanding of our complex world, 2) a strengthened capacity to incite meaningful change within and outside yourselves, and 3) compassion for and understanding of community leaders worldwide that work to create sustainable, holistic approaches to Smart City development.

And so we leave you with some important questions: What is your place in this world? How will you build meaningful connections with people who share your visions? How can you ask more meaningful questions about international affairs?

This year, WAC will grow your understanding of the Smart Cities of the future. Next year, students just like you all around the world will collaborate toward building a Smart Planet. Together we will cultivate a better world.

Best of luck on your WAC journey,

Hope Mukai, Program Director
Board of Directors of the Center for Teaching International Relations
And all others here at WAC cheering you on

2. Introduction

Billions of people all over the world struggle to meet basic needs, yet billions more live beyond the Earth's carrying capacity. The polarity we see today has never been so severe. We are excited to welcome you to year two of our three-year journey to address this chasm that separates at-risk groups and populations living far beyond their needs. These communities can learn from and instruct each other so that we together live better and sustain our planet for future generations.

A proactive approach to development links these two realities. WAC means to cultivate in middle and high school students from North American and many collaborating countries the potential for our youth to incubate, demonstrate, and educate lasting solutions that are equitable, ecological, economically sound, and smart!

3-Year Theme

The WAC theme for 2016 was Smart Villages, where students examined how remote, often off-grid, communities are integrating the basic necessities of life – water, agriculture, energy, sanitation, health, and education – to enhance the lives of some two billion inhabitants of the Earth.

Now in 2017, the theme is Smart Cities. Students will investigate the inventive, efficient, and connected grids by which modern cities are integrating energy, transportation, communication, education, and other services. Focusing on ten subtopics, WAC 2017 will explore:

1. Agriculture
2. Water & Sanitation
3. Education
4. Trade/Commerce
5. Climate/Environment
6. Transportation
7. Energy/Utilities
8. Infrastructure
9. Healthcare
10. Anthropology/Community

Looking ahead to 2018 – the most challenging theme of all – students will collaborate internationally to discern how best to link the lessons learned of Smart Village and Smart Cities to craft a Smart Planet. Issues such as global commons, climate shifts, sustainability, and Sustainable Development Goals will be explored. And so, it's time to dig in.

The Center for Teaching International Relations (CTIR) located in the U.S., is dedicated to enhancing public understanding of international affairs and to educating citizens about our global connections and our consequent responsibilities. CTIR offers innovative and practical resources to teachers and students around Colorado and the country. The World Affairs Challenge (WAC), a signature CTIR program, challenges youth to think about their relationship to the rest of our world. We know that today's society must be globally minded. It is just as important to link tomorrow's leaders with ways in which they can be active and engaged members of the community. Participation is simple: recruit a team, create an environment favorable to cooperative learning, and establish realistic goals and deadlines. Students should assume complete responsibility for preparing and presenting at the challenge.

What is the World Affairs Challenge?

The World Affairs Challenge (WAC) is an exciting academic competition that gives students an opportunity to think critically about global development. The program as a whole allows middle and high school students to explore different aspects of international affairs and provides an opportunity to develop strategies to solve global problems. The Challenge engages students in global issues through collaborative learning, in-depth research, and public presentation. In addition, WAC facilitates international learning and cross-cultural exchange in the challenge. Pairing advanced 21st century technology and education is a key component to fostering growth in our youth. Furthermore, this allows students to connect globally and gain an even deeper understanding of international challenges, accomplishments, and concerns through relationship building and personal connection.

There are three primary components that are judged and graded that comprise each team's final score:

1. Global Awareness Quiz (taken online before event day)
2. Team Presentation (15 min)
3. Collaborative Question

To prepare for the competition day, teams of students, with the support of WAC staff, a Team Mentor, and you, the teacher, spend several weeks to months researching an issue related to the annual topic. The 2017 WAC challenges your school and team to both select a problem *and* posit a solution for some concern that involves the evolution of Smart Cities around the globe.

This year your team will have access to an exciting resource: The Posner Center for International Development in Denver. This collaborative space houses more than seventy organizations full of innovators who are focused on global poverty solutions. The 2017 WAC will facilitate your school's visit to the Posner Center as part of your preparation for this year's competition events on the Regis University campus.

The full day competition at Regis University (agenda and details to follow):

- Middle School, March 4
- High School, March 11

Teacher and Mentor Support from WAC

Teachers serve primarily as coaches and facilitators, helping the students prepare for the day. Students should feel free to take the lead as much as they are able and willing, and should be encouraged to take ownership over their own success.

In order to help teachers prepare their students for the Challenge, WAC provides extensive support materials. Program resources, that will include sample quiz questions, research materials, a teacher's guide and rubrics will be posted to our website: www.worldaffairschallenge.org.

These resources offer teachers the following:

- Background materials and news related to the topic of focus
- Sample quiz and collaborative questions to assist your team in preparing for tournament day
- Reading lists and online videos to support students' learning about topics
- Access to mentoring opportunities
- Interesting, relevant events and news posted to our Facebook page. Check us out every week for #WACWednesday

3 | Student Preparation

There are three distinct parts to the World Affairs Challenge:

1. **Global Awareness Quiz** | *Due one week before event, taken online, details to follow*
2. **The Research and 15 minute (max) Presentation Preparation**
3. **Collaborative Question**

Students spend several weeks to months researching and preparing their Formal Presentations and practicing for the Collaborative Question (CQ) and Global Awareness Quiz (GAQ). To focus students' research, WAC selects topics of focus for the tournament. This year's theme "Smart City" encourages students to consider new means by which modern cities are integrating energy, transportation, communication, education, and other services.

World Affairs Challenge Event

Part I: The Global Awareness Quiz

Teachers and students will receive access to sample questions to study from prior to the opening of the quiz online. These sample questions can be used by the students, mentors and teachers to deepen understanding of gender gaps, to encourage discussion and to prompt student ideas about their area of research for the Formal Presentation. The quiz will be administered online with multiple choice and yes/no questions.

The quiz must be taken at least one week prior to the WAC Challenge day.

Part II: The Formal Presentation & Work Cited

The Formal Presentation (FP) combines public presentation and performance as participating teams creatively bring an aspect of a Challenge topic to life in front of panels of volunteer judges. **Presentations should be no longer than 15 minutes in length and include all members of the team. Presentations may take any form; creativity is encouraged.**

You can find a rubric for the FP in Appendix II.

- **Works Cited:** A printed Works Cited page must be presented to the judges at the time of the presentation. Print at least two, one for each formal presentation.
- **Judging Criteria and Rubric:** The Formal Presentations (FP) are evaluated on content, creativity and originality of delivery, and presentation. The presentation overall should reflect the students' broad understanding of the complexities of their chosen topic. Students should also propose a reasonable solution in their presentation. The FP grading rubric reflects increased weight on a well-developed action plan, which directly addresses the team's topic and provides solutions that are sustainable.
- **Logistics:** Teams will give their presentation twice before panels of at least three judges each. Students will have about 5 minutes of set-up time and about 5 minutes of tear-down time.

- **Be specific:** Narrow the theme and subtopics even further. Get creative: prototype, dance, implement, and more. The possibilities are endless and it is up to your group to decide what is most important and interesting to them.
- **Solutions and Action Plans:** We encourage teams to develop an action plan connected to their solutions in the Formal Presentation. Teachers are encouraged to have students explore the foundational thinking behind most grant proposals in the broader world of global action, where action plans need to be SMART:
 - S: Sustainable
 - M: Measurable
 - A: Achievable
 - R: Realistic
 - T: Time Bound

The 23-page Guide to Action <http://www.takingitglobal.org/guidetoaction> may be helpful to students and teachers (free download). This guide can be a vital tool during your planning as well as after the World Affairs Challenge, when students are looking for new ways to take their ideas and constructive energy further.

- **Smart Classrooms, Technology and the Formal Presentation:** Some teams choose to enhance their presentation with various forms of technology; great! All presentations room will be able to accommodate this. We suggest that your team bring two versions of their presentation, for example, one on a flash drive and one over email, just in case.

We encourage all teams should be ready to present without support of the smart classroom media in the event there are technical difficulties (e.g., they forget equipment, the team equipment does not work, the cord is incompatible with students' devices, the device cannot connect to the WIFI, etc.).

Note that presentations using technology are not favored or dis-favored by presentations that do not use technology.

Part III: The Collaborative Question

The Collaborative Question (CQ) fosters team building, negotiating, and leadership skills as students work with peers from other schools to address a particular question associated with Challenge topics. This part of the Challenge is a real-world simulated problem facing the global community. The CQ will be centered around an issue in global development, based on the theme and current global trends.

We recognize that providing the CQ scenario on the day of the event has been especially hard for students with lower reading levels or who are not as comfortable with English. To provide for a more level playing field, we will be sending the CQ problem theme out to teachers the Monday before the Challenge to share with students. Exposure to the topic gives students several days to digest the complexity of the problem and think for themselves about how to respond, although solutions are not included in this introductory information. On tournament day we will provide students with an assortment of solutions needed to address the issue. This structure allows students an opportunity to prepare for the CQ, creating more inquiry and more powerful dialogues in the CQ.

Once in their assigned CQ teams on tournament day, students have 30-40 minutes to:

1. Review and discuss the scenario;
2. Develop their collaborative solution;
3. Reach consensus about their solution;
4. Decide and plan how they want to present their ideas to the judges.

Students then have another 20-30 minutes to present their solution and answer probing questions from the judges.

You can find a sample CQ from last year on the resources page of our website:
www.worldaffairschallenge.org/resources.

Judging Criteria

In the Collaborative Question, teams are made up of students from different schools and are judged and awarded on their ability to collaborate toward a solid and well-developed solution. See **Appendix III** for the complete Collaborative Question Rubric.

The CQ Rubric emphasizes the individual participation needed for effective collaboration. We encourage teachers to explore the concept of effective dialogue skills with students before the WAC, stressing the following criteria:

Grading Criteria:

(1) Never spoke	→	(10) Participated very consistently
(1) Interrupted peers	→	(10) Listened very actively
(1) Passive in discussion	→	(10) Active in discussion
(1) Contributions were mostly irrelevant	→	(10) Contributions were highly relevant
(1) Only repeated ideas	→	(10) Presented innovative ideas
(1) Closed-minded in exchange of ideas	→	(10) Open-minded in exchange of ideas
(1) Demonstrated little leadership	→	(10) Demonstrated leadership, drew in peers and facilitated discussion

4 | Tips for Success

When preparing students for the World Affairs Challenge, teachers should remember the following:

- **Preparing Students:** To prepare for the **Global Awareness Quiz and the Collaborative Question**, we encourage students to explore the Pathfinder and WACTivities guide pages at www.worldaffairschallenge.org/resources.
- All of these resources have been collected with the Formal Presentation, Quiz and Collaborative Question in mind. (Articles on the Resources pages frequently will be updated periodically between mid-December and event day.) Other good news sources include the BBC, CNN, and the UN Wire. We will also be posting articles about the topic and current events to our Facebook page: “World Affairs Challenge.” Like us!
- **Posing a Solution:** The main objective of the **Formal Presentation** is to propose a solution to the problem or issue that students are exploring, not merely to explain how complicated the problem is. Solutions should be realistic in the context of international politics and economics (just “making a law” against something, or “ending” a cultural practice is not necessarily a realistic solution). Although the answer may not be total or complete, students can outline or prototype what they believe to be the first steps toward resolving the issue at hand.

The best solutions are holistic; they consider the identified main challenge from multiple perspectives. They include inside-out approaches. The solutions are long-term, scalable, and environmentally safe and secure, reciprocal, and inventive. They think about local materials, imperialism, and using community strength, passion, and knowledge as driving energy for the project/solution. They recognize the positive and negative potential outcomes of the solution from multiple lenses: historical, political, environmental, educational, cultural, sociological, physiological, economical, and more. They recognize the complexity of development challenges and worldwide poverty, which means they – by nature – affect more than just one sector (education, health, transportation, etc.) and often have positive ripple effects on other sectors, communities, and generations. Most of all, they are community based, and if at all possible include local perspectives on the project.

- **Considering the Causes:** Consider the logic of cause and effect in developing your solution: a workable solution is built upon a solid understanding of the problem’s source. Therefore, a solution should be tied to the root causes of the problem, which demonstrates an understanding of the issues that have created it in the first place.
- **Reflecting Locally While Thinking Globally:** Reflecting on our own culture allows us to better understand those problems internationally and the global nature of the theme. However, above all, remember that this is an **international affairs** competition. The problems that students choose to examine should therefore be international in scope.

5 | The World Affairs Challenge Event

Overview: The following is the agenda detailing the WAC event day and what teams can expect when they come to Regis University on Saturday, March 4th (Middle School) and March 11th (High School).

1. **Registration**
2. **Opening Ceremony**
3. **The Formal Presentations**
4. **Lunch, Speakers and Mid-Day Activities**
5. **The Collaborative Question**
6. **Awards and Closing Ceremony**

1) **Registration Packets:** Provided when you check your team in. Packets will include:

- Your team's individualized schedule for the day, including pertinent room numbers
- Name tags for the teacher and each student on the team
- A team roster
- A map of the facility
- Any other pertinent information specific to your Challenge
- Materials to accompany involvement with the organizations tabling and the interactive mid-day activities

2) **The Opening Ceremony** is the kickoff to the World Affairs Challenge event. This is a great time for students to see other teams and meet their peers. A keynote speaker will welcome the students. We will also cover issues connected to the Collaborative Question issue.

3) **The Formal Presentations:** Follow your team's specific schedule to find out when and where your team will present. Remember that your team may present twice during their time slot.

4) **Lunch, Speakers and Mid-Day Activities:** Please refer to the website in March and April for the most up-to-date news on the organizations who will be joining us for mid-day activities. Lunch will be provided mid-day.

5) **The Collaborative Question:** CQ teams are composed of students from different schools. Check your team's schedule and each student's name tag to help them find their assigned location for the CQ.

6) **Awards and Closing Ceremony:** High school, middle school and international teams will be judged and awarded separately. Awards will be given to outstanding teams and participants in the following four categories:

1. **Best Formal Presentation** – Highest scoring team(s)
2. **Best International Formal Presentation**– Highest scoring team(s) from video entries
3. **Global Awareness Quiz** – Top individual scores: Awarded to the individual student(s) with the highest score.
4. **Best Collaborative Question** – Highest scoring team(s)
5. **Best Newcomer** – Highest scoring team(s) in the Formal Presentation category that have 1) not competed in the World Affairs Challenge in the past five years, and 2) not already won for Best Formal Presentation.

6 | Preparation Checklist

This chapter contains a quick reference checklist designed to keep you and your teams on track and provide a template for progress.

World Affairs Challenge Checklist:

1. **Get a team together.** Teamwork will be the key to success.
2. **Register your team.** Go to www.worldaffairschallenge.org to register your team online. The registration fee is can be paid on the website through PayPal or mailed to CTIR. You are not required to pay at the time of your registration. You can submit an address for a billing invoice or pay with PayPal.
 - Early bird discounts, multi-school discounts, and scholarships are available!
 - Register and pay by November 24th, 2016: \$325
 - Register and pay after November 24th, 2016: \$400

(Scholarships or grants to offset part or all of entry fees may be available)

3. **Save the date.** Check for state testing dates, school-wide activities, SATs and ACTs, sports competitions, etc. **The 2017 World Affairs Challenge is scheduled for March 4, 2016 (Middle School) and March 11, 2016 (High School)**
4. **Organize your team's World Affairs Challenge schedule.** Set up a regular meeting schedule for your team based on when your school's schedule allows.
5. **In January, make sure WAC has received your:**
 - Teacher and co-teacher names
 - Team name
 - Individual student names and grade levels
 - Three-sentence description of the formal presentation, including its relationship to the topic
6. **Consider technological needs.** You will need to bring your own computer to the event if you use PowerPoint or some other computer program. While all the presentation classrooms are smart classrooms, we cannot promise Internet access during the event, and arrangements should be made to bring an extra copy of your presentation. Teams in past years have had difficulty connecting their devices to the class projectors. Bring cords for your device and have a back up for technological difficulties.
7. **Begin preparing for the Global Awareness Quiz.** WAC will be in contact with all teams when sample questions are ready for review. This will be released with plenty of time to study prior to the event.
8. **Discuss the theme and decide on your team's topic and focus. Get creative!** Discuss the global issues surrounding the topics, and come up with what your team wants to focus on in its research and presentation. Visit the Resources page again and again to access high-quality research that will help your team decide on a topic, region, or issue.

9. **Discuss the three events and relevant scoring criteria with your team.** The scoring rubrics can be found in Appendices II and III of this document. The 2015 versions will be available shortly. We strongly encourage teachers to share rubrics with their teams. This will help your team understand the expectations of the event.
10. **Begin your research.** Develop a research plan for your team by exploring the resources at www.worldaffairschallenge.org. Discuss your team's chosen focus, and decide what questions you need to ask the Team Mentor. You should also designate one contact person who will be your team's main point person with your team mentor and the research advisor.
11. **Practice for the Collaborative Question.** Have your team discuss strategies for cooperative group work, problem solving, and persuasive strategies.
12. **Organize transportation arrangements for your team.** The 2017 World Affairs Challenge will be held on the campus of Regis University in Denver. The address is 3333 Regis Boulevard, Denver, CO 8022. Discuss the event location, and arrange transportation for your team (find volunteer drivers, reserve school district bus or van, etc.).
13. **Finalize Formal Presentation.** Your team should be putting the finishing touches on its Formal Presentation and working out all the bugs more than a week prior to the event.
14. **Confirm the details.** WAC will send out a confirmation letter to your team, including students' names and a tentative schedule for the day. Please make sure this information is correct.

7 | Looking to WAC 2018

Building a Team for Next Year's Challenge

The World Affairs Challenge is unique because it is student-driven and the team conducts the majority of the research. Because of this organizational model the teacher's role tends to be more motivational, logistical and inspiring. Of course teachers can and should be involved, but they can also adopt a simple oversight role and still field a very effective team.

Start thinking about your 2018 WAC team this year.

- Who from the 2016 or 2017 WAC teams will join your 2018 WAC team?
- Which underclassmen/women could participate next year? Consider inviting them to the WAC Challenge Day to get them excited about the opportunity.
- What funding issues did you have this year? How can you/we help prepare for next year's WAC funding?

Budget

Teams should expect to pay a nominal team participation fee in order to attend the World Affairs Challenge event. Teams have received funds from a variety of sources including the district or school, student contributions, student fund-raising, business or community sponsorship, or need-based scholarships from WAC. If the participation fee presents a problem, please contact WAC for assistance. Be sure to sign up early, as there is an early bird discount available!

We have also found it helpful to begin budgeting for WAC as early as possible. Secure your funding for WAC 2018 with your schools administrators as early as January; this may even allow you to get funding to have additional WAC teams!

Recruiting Students

There are several ways for teachers to form teams.

1. Incorporate the Challenge into Course Curriculum

Geography, world history, economics, global studies, language, drama/theater, speech/debate and earth science teachers may be able to incorporate one or more topics into their course curriculum for the semester or the year. Topics are generally broad enough for teachers to modify in ways that suit district or state curriculum standards.

2. Establish an Extracurricular Club

Incorporating the Challenge into an established club (International Students Club, World Affairs Club, etc.) provides the club with a goal for the year and a prescribed activity in which all club members can participate. Other schools have established "World Affairs Challenge" clubs as a way of recruiting and retaining student participants.

3. Field a Team of Interested Students

Many teachers field a team of students recruited from across the school. In this way the Challenge is not a formal club but a group that is particularly interested in international affairs. Teachers in International Baccalaureate (IB) programs, in particular, often use this method of recruiting students. Because most of the communication between WAC and the students is direct, the teacher can step aside and let the students plan and organize themselves. Obviously in this format, a teacher must recruit the students carefully and designate a team leader who is strong enough to hold the group together. Subsequently, this gives students great practice and skills in organizing teams, working with groups, and researching information.

Things to keep in mind as you put a team together and get started:

- You may or may not use the supplemental materials provided by WAC, including the Research Pathfinders and the WAC Activities Guide. These are simply aids to help teachers, mentors, and students dig into global issues.
- The Challenge is a student-centered program. Teachers often worry that it will become too much of a burden to participate. A teacher's role is simple: recruit a team, create an environment favorable to cooperative learning, and establish realistic goals and deadlines. Students should assume responsibility for preparing and presenting.
- The World Affairs Challenge and the Center for Teaching International Relations supplies much of the substantive information needed to prepare students. Please go to www.worldaffairschallenge.org for Challenge research and preparation content.
- Teachers do not have to become experts on their team's topic. Because the Challenge establishes direct communication between students and WAC through a "Team Mentor," teachers do not need to worry about providing all leadership. The Mentor is available to assist the students. The role of teachers is not to develop the entire presentation, nor to direct or suggest what angle to take on the problem/solution; instead, they facilitate conversation, provide questions for deeper thinking, and assist with research questions. Please contact us at WAC to request a Team Mentor. Mentors will be available from mid-January through the tournament date, though we occasionally are able to assign Mentors with teams in the fall.
- The creative nature of this program should not obscure its academic rigor. Though designed to be creative and non-traditional in its approach, the Challenge maintains strong ties to social studies disciplines and sound academic preparation.

Appendix I: Action Planning

Guide available at Taking IT Global, at <http://www.takingitglobal.org/guidetoaction>
<http://www.takingitglobal.org/guidetoaction>
<http://www.takingitglobal.org/guidetoaction>

Process Overview



Guide available at: <http://www.takingitglobal.org/guidetoaction>

Appendix II: Formal Presentation Rubric

World Affairs Challenge - Formal Presentation Scoring Rubric

FP Team # and/or Team Name _____ School _____
 Presentation Title _____ MS _____ HS _____
 Topic _____

CONTENT				
Relevance and Complexity of Chosen Topic – 14 points possible				
2	4	6	8	10
Subject matter has no relevance to the topic. Provides no insight into complexities, no global scope.	Subject matter is somewhat relevant but lacks specificity. Hints at the subject's complexities but does not explore them deeply.	Subject matter adheres to chosen topic. Communicates specific knowledge to explain problem's complexities and implications for the future.	Synthesis of the subject's complexities and relevance within a global scope. Offers new knowledge, perspective and insights into future implications and necessary action.	
Argument – 14 points possible				
2	4	6	8	10
Argument is weak and disorganized. No facts or examples are used to support the conclusions.	Argument is somewhat organized. Not clear whether the group's facts, assumptions or conclusions are valid.	Argument is clear, well organized, and not too general. Facts and examples are valid, and they support most of the group's conclusions.	Argument is sophisticated without generalizing, and is very well organized. Facts and examples are skillfully used to substantiate assumptions and conclusions.	
Solutions – 21 points possible				
3	6	9	12	15
Proposes no solution or defined action plan.	Solution presented is disconnected from the argument, and the group provides no defined action plan.	Proposes a persuasive solution connected to the argument, but sustainability and measurability are not addressed fully in the action plan.	Proposes an innovative solution with a compelling call to action. Solution includes consideration of both long-term sustainability and measurability in a well developed, comprehensive action plan.	

points out of 49

CREATIVITY AND ORIGINALITY OF PRESENTATION DELIVERY				
Held Audience Attention – 21 points possible				
3	6	9	12	15
Presentation does not engage the audience and lacks originality or creativity.	Presentation holds the audience's attention somewhat, and is marginally creative or original.	Presentation holds the audience's attention and is creative and original. Group occasionally utilizes technology or other novel approaches to communicate their ideas.	Presentation captivates audience's attention. Extremely creative and original. Group often utilizes technology or other novel approaches to communicate their ideas.	

points out of 21

PRESENTATION				
Rehearsal and Memorization – 7 points possible				
1	2	3	4	5
Presentation seems unrehearsed, and most participants read straight from their notes.*	Presentation lacks sufficient rehearsal, and many participants read straight from their notes.*	Presentation is well rehearsed, and most participants do not need to read from their notes except very rarely.*	Presentation is seamless, clearly demonstrating extensive rehearsal. No participants need to read from their notes.*	
Group Dynamic – 7 points possible				
1	2	3	4	5
Participants' roles are very unequal, and there is no group dynamic or evidence of teamwork.	Participants' roles are somewhat unequal, and there is only minimal evidence of a good group dynamic or teamwork.	Participants' roles are fairly well distributed and involve nearly everyone. Evidence of a good group dynamic and strong teamwork most of the time.	Participants' roles are distributed very equally, and everyone is involved appropriately. Consistent evidence of a strong group dynamic and excellent teamwork.	
Delivery – 7 points possible				
1	2	3	4	5
Audience cannot hear or understand most participants. Many language errors made in delivery and/or visuals.*	It is difficult to hear or understand some of the participants. Some language errors made in delivery and/or visuals.*	Most participants can be heard, and they speak clearly most of the time. Few language errors made in delivery and/or visuals.*	All participants can be heard, and they speak clearly throughout the presentation. Language use is flawless in delivery and/or visuals.*	

points out of 21

Total points from far right column (out of 91): _____	For Proctor's Use Only
Did team observe time limit? If YES: ADD 9 points: _____	If NO: Check here <input type="checkbox"/>
TOTAL: _____	(180 points possible)

* Please note that second (or third) language speakers should not be docked as severely if they need to use their notes more frequently. Please keep second (and third) language use in mind when grading language accuracy as well.

Judge Comments:

