Revised 10/24/2019



2019 HOSA STATE QUALIFYING EVENTS (SQE) On-line testing and digital submissions will be used for members to qualify for competition at Alabama HOSA's State Leadership Conference (SLC). All competitions, with the exception of most Recognition Events and Special Needs Events, MUST qualify through this process to advance to SLC. Healthcare Issues Exam is the only Recognition event tested through SQE online testing.

ACTIVITY	DEADLINES AND FEES	NOTES
SQE Registration opens	September 13	www.hosa.org, login as an advisor, and register affiliated HOSA members through the conference system.
Proctor Agreement Forms AND Advisor Agreement Forms Due https://www.alabamahosa.org/resources/ Under "conferences" and "SQE"	November 15	 Proctor Agreements must be completed through the online form. Anyone that might proctor your students needs to complete an Agreement. Proctors will receive an email near the testing window with detailed instructions. Advisor Agreements must be completed through the online form for EACH advisor associated with your school's Health Science/PLTW Biomed Program.
On-line Proctor Identification	November 15	Last day to identify proctors online. Everyone that MIGHT proctor your students needs to be submitted online at www.hosa.org and login.
SQE Registration Deadline:	November 15th by 11:00 pm	LAST day to register members for SQE events. Late registrations will not be accepted.
SQE Registration fees	\$10.00 dollars per competitor	SQE Registration fee includes: ONE competitive event per member PLUS the Healthcare Issues Exam, if desired PLUS the state office exam if running for office A digital participation certificate A digital certificate of excellence for state qualifiers
SQE Registration payment	PAYMENT MUST BE MADE OUT TO ALABAMA HOSA AND <u>POSTMARKED</u> BY NOVEMBER 22	Mail to BUSINESS OFFICE W/ INVOICE: Alabama HOSA Business Office PO Box 1440 Owasso, OK 74055 alabama@ctsofinance.org
SQE Testing/Submission window	December 1 – 7	On-line testing system will ONLY be open to your proctor during this time.
State Officer Exam Testing	December 12 th and 13 th (revised 10/24/19)	Testing only for officer candidates who have submitted application by December 7th. State Advisor will register applicants for test.
SQE Results	By December 15 th	Qualifying competitors will be posted on the www.AlabamaHOSA.org website.
SLC Registration Deadline	January 8	Late registrations will not be accepted
SLC Payment Postmark Deadline	January 15 th	Mail to BUSINESS OFFICE W/ INVOICE: PO Box 1440 Owasso, OK 74055

SQE PREPARATIONS CHECKLIST

		Affiliate members
		Set chapter deadlines for registration (State deadline is November 15)
		Collect student payment before your registration deadline (\$10.00/competitor)
		Payment, including INVOICE, should be postmarked by November 22 (Send to Alabama HOSA Business Office)
		Secure a testing site that will accommodate the number of students testing each day during the testing window
	П	Make sure your school computers can access the testing site: http://www.hosa.org/hosaconf
		o (link will only be active during the testing window)
	П	Secure a proctor that is NOT associated with HOSA or Health Science (i.e. librarians, counselors, admin., etc.)
		Secure 1-2 back-up proctors in the event your primary proctor is unavoidably absent during your testing
		window.
		Have each identified proctor fill out the Proctor Agreement form and every advisor sign the Advisor
		Agreement Form, found at https://www.alabamahosa.org/resources Conferences and SQE, by the deadline
		of November 15
		Submit information to "Identify Proctors for Online Testing" by the deadline of November 15 (you will need
		their email addresses)
		 http://apps.hosa.org/hosaconf/login.jsp, login as local advisor, click "Online Testing Proctors"
		 Without this step, your competitors will NOT be allowed to test
		Double check your registration in the on-line system
		 Correct events and students
		 State Officer Candidates are identified under the options tab and have signed up for the officer test
		Teams are labeled correctly and are complete
		Link to registration tutorial that includes instructions for designating team members:
		https://www.youtube.com/watch?v=jGkxjizqRjY&feature=youtu.be
		 Remove any students that drop out PRIOR to the SQE deadline
		 There will be no refunds for students that fail to test/compete
		Once you confirm your registration information, print your invoice, and mail payment (with invoice) to our
		BUSINESS OFFICE ADDRESS below, postmarked on or before the deadline of November 22
		Alabama HOSA Business Office
		PO Box 1440
		Owasso, OK 74055
	1 (Confirm your testing dates with your proctors and your testing sites (Suggestion: do not wait until the last day of
		he testing window in case there is a problem with computer access)
		Make sure students taking the same test are all testing at the same time, but are not sitting next to each other
_		 You may test over several days, but all students taking the same test <u>must</u> test at the same time
		o For example: All medical terminology competitors must test on the same day, while medical spelling
_		competitors can all be tested the next day
L	-	Assure that all proctors have received email login instructions and a proctor script on November 28
_		Without this documentation in hand, they will not be able to log your student into the competition Provide processors with blank assurance and BASIC and the second processors with blank assurance and BASIC and the second processors with blank assurance and BASIC and the second processors with blank assurance and BASIC and the second processors with blank assurance and BASIC and the second processors with the second processors.
L		rovide proctors with blank copy paper and BASIC calculators (not cell phones) for Medical Math competitors and
-		lank copy paper for Extemporaneous Poster competitors.
		assure that all students in competitive events requiring digital submissions have uploaded the required
	S	ubmissions to TALLO prior to the close of the SQE window.
		 Digital submission requirements for non-testing events are listed later in this packet
		 Check <u>www.alabamahosa.org</u> for SQE results. Qualifying numbers for each event are listed below.
		Ise the link on the www.alabamahosa.org website to print a certificate of participation for each competitor, and
	a	certificate of excellence for each qualifier

Digital submission requirements for the non-testing events:

ALL NON-TESTING event submissions should be uploaded to TALLO

- Students must create an account in order to upload to the system: http://www.hosa.org/tallo
- Students do NOT have to complete all portions of TALLO in order to upload their submission

Please contact TALLO for technical assistance 855-765-7836 https://www.tallo.com/contact/ upload Public Health Upload a YouTube link to TALLO-EACH MEMBER UPLOADS requirements

Recheck all events for additional

	No more than 4 MINUTES Follow round one directions in guidelines Pequirement before	C33
* Extemporaneous Health Poster	Upload a .jpg of the poster created to TALLO	
nealth Poster	o Complete on letter sized copy paper	
	o Proctor will provide 60 minutes after providing the topic	
	Topic is provided to proctor prior to testing week	
Health Career	Upload a .jpg of TWO pictures to TALLO (3 will be required for SLC)	
Photography	• Upload a .pdf of the written description (use guideline instructions for the description) and permi	ssion
	forms for each of the submitted pictures to TALLO	
* Job Seeking Skills	Official portfolio is NOT needed for SQE.	
Job Seeking SkillsPrepared Speaking	Upload a pdf of resume and cover letter to TALLO	
* Prepared Speaking	Upload a 2 minute YouTube link to TALLO. The video should be a shortened version of the complete the property of Specific and Spec	ete
	Prepared Speaking presentation, highlighting the main points. It should give the judges a good ide	ea of
	what to expect if the student moves forward to SLC. It should allow them to score the content, organization, and delivery as described on the score sheet.	
Health Career Display	Upload a pdf copy of the reference page	
	 Upload a YouTube link to TALLO videoing the display- <u>EACH MEMBER UPLOADS</u> 	
	Include measuring the display in the video (height/width/depth)	
	Do NOT include verbal presentation or explanations	
	Video should be no more than 2 MINUTES	
	The video should clearly show everything that is scored on the Round 1 rubric	
	Any item not clearly seen in the video will be given a score of zero (0).	
* Health Education	Upload a YouTube link of the team describing their presentation to TALLO- EACH MEMBER UPLOA	DC
	Cover the presentation content required in the guidelines	<u>.D3</u>
	No more than 6 MINUTES	
	• Upload a pdf of the Lesson Plan Narrative portion of the portfolio to TALLO-EACH MEMBER UPLO	ADS
	PLEASE NOTE: FINALISTS WILL HAVE TO REVISE THIS SUBMISSION BEFORE SLC	
Public Service	Upload the PSA video YouTube link to TALLO- <u>EACH MEMBER UPLOADS</u>	
Announcement	 Upload a pdf copy of the reference page- <u>EACH MEMBER UPLOADS</u> 	
Medical Innovation	 Upload a You Tube Link of a 60 second video demonstrating display measurements & reference page 1 	age only
	for rubric scoring purposes- <u>EACH MEMBER UPLOADS</u>	
	 Upload an additional YouTube link to TALLO under the correct event section- EACH MEMBER UPLO 	DADS
	 Maximum of 60 second video showcasing the innovation and inventor(s) 	
	 Should explain how the innovation works and show it in action using the replica/prototyp 	e
	created	
	 Must include competitors' names, HOSA chapter/division, ages, hometown, and name of innovation 	
	No music, graphics, special effects, or text needed	
	 Video must explain how the innovation works and show it in action using the replica creat 	ted Vou
	can view a sample video here:	teu. Tou
	https://www.youtube.com/watch?v=oNhIQHHdwoQ&feature=youtu.be	_
*	 Upload a pdf of the HOSA/MRC Partnership Verification Form & Logistics Document: Section B (1-4) 	1) of
MRC Partnership	guidelines- <u>EACH MEMBER UPLOADS</u>	
	• Upload a 2-3 minute you tube video link describing the partnership activities as per section C of the	e
	grading rubric titled "HOSA/MRC Partnership Overall Content". Section D "Presentation/Delivery"	will also
	be judged- <u>EACH MEMBER UPLOADS</u>	

^{*}Asterisked events do not have first round instructions in the guidelines and have been modified by Alabama HOSA to accommodate a **Qualifying Event**

Qualifying Numbers per Event

Alabama only events	N/A (judged/awarded at SLC only)	
Competitive Event	Number of top scores invited to SLC	Notes
BJSA	N/A (SLC event only, no limit)	70 hrs by Jan 8 required for SLC award
Behavioral Health	20	, o mo sy sam o required for see award
Biomedical Debate	10 teams	
Biomedical Lab Science	20	
CERT Skills	10 teams	
CPR/First Aid	50 teams	
Creative Problem Solving	10 teams	
Cultural Diversities & Disparities	20	
Dental Science	20	
EMT	20 teams	
Epidemiology	20	
Extemporaneous Health Poster	20	
Forensic Science	20 teams	
Health Career Display	40 teams	
Health Career Photography	40	
Healthcare Issues Exam	50 (ONLY tested during SQE)	# changes per year based on prior ILC registration
Health Education	10 teams	# changes per year based on prior ite registration
HOSA Bowl	20 teams	
HOSA Happenings	N/A (SLC event only, no limit)	
HOSA Service Project	N/A (SLC event only, no limit)	70 hrs/dollars by lan 9 far CLC accord
Human Growth & Development	20	70 hrs/dollars by Jan. 8 for SLC award
Interviewing Skills	N/A (SLC event only, no limit)	
Job Seeking Skills	20	
Medical Assisting	20	
Medical Innovation	10	
Medical Law & Ethics	20	
Medical Math	40	
Medical Reading	20	
Medical Spelling	20	
Medical Terminology	100	
MRC Partnership	(4) 0-500	
Nursing Assisting	10 teams 100	
Nutrition		
	N/A (SI C ayant ank, no limit)	
Outstanding HOSA Member Outstanding State Leader	N/A (SLC event only, no limit)	
3	N/A (SLC event only, no limit)	
Pathophysiology Personal Care	N/A (SIC event only no limit)	
	N/A (SLC event only, no limit)	
Pharmacy Science	20	
Physical Therapy	30	
Prepared Speaking	20	
Public Health	10 teams	
PSA Sanata Madicina	10 teams	
Sports Medicine	40	The state of the s
State Officer Test	10 STATE OFFICER CANDIDATES	Dec 12 th or 13 th testing window!!
Veterinary Science	40	



ATTENTION:

- 1. The State Officer Exam will ONLY be offered during a separate State Qualifying Event timeframe from other SQE events- December 12th & 13th 2020. Candidates who complete officer applications and submit by Dec 7th will be added to the HOSA management system for testing by the state advisor. This test will NOT be offered again at State Leadership Conference (SLC). The exam will be used to obtain the top 10 most qualified candidates for office. (REVISED 10/24/19)
- 2. The top scorers for Healthcare Issues Exam will be posted on the <u>www.alabamahosa.org</u> website and <u>are invited to SLC</u> where they will be recognized during the Recognition Session on Friday.
- There will be NO SQE testing for <u>special needs</u> and <u>recognition events</u> ALL entries attend SLC for the following events:

Outstanding HOSA	HOSA Spotlights (1 representative)	HOSA Happenings	Banner Parade
Member/Leader		(1 representative)	(2-3 representatives)
Interviewing Skills	Personal Care	Barbara James Service (all w/ 70+ hours approved by Jan. 8)	HOSA Service Project (1 representative for each chapter w/ 70+ hours/dollars approved by Jan. 8)

- 4. Testing times outside of the posted testing window will NOT be allowed. <u>Please schedule testing early in the window to allow for unexpected challenges.</u>
- 5. For team events, if a student is sick on the test date the entire team must agree to test the next day or the absent member must forfeit. Time will not be allowed outside of the testing window.
 - a. You MAY substitute another competitor into the missing slot of a team event, provided you do not substitute more than 75% of a team. This member replaces the other member in the event.
 - b. You MAY NOT substitute competitors in individual events
- 6. Test sessions will be timed in accordance with HOSA guidelines. Timing begins when the test items are presented.
 - a. As a general rule it is 1 hour for 50 question tests and 1.5 hours for 100 question tests
 - b. Refer to guidelines for event specific times
- 7. Please review the use of <u>scroll bars</u> with competitors PRIOR TO TESTING. Remind them not to close the testing window (do NOT click the "X"). Closing the testing window terminates the test WITHOUT scoring and DISQUALIFIES the competitor.
- 8. Once a student logs into a test, the test must be completed in that sitting. There will NOT be an opportunity to save data and complete the test later.
- 9. If the proctor has difficulty submitting a test, do NOT close the test. Call Alabama HOSA at 334-694-4766
- 10. MIDDLE SCHOOL EVENTS and POST-SECONDARY/COLLEGIATE (PS/C) EVENTS:
 - a. Top six will be posted on www.alabamahosa.org
 - b. Top three will be invited to compete at International Leadership Conference
 - c. Middle School and PS/C competitors do NOT attend State Leadership Conference

MIDDLE SCHOOL

SQE digital submission requirements for the non-testing events:

ALL NON-TESTING event submissions should be uploaded to TALLO

- Although the HOSA guidelines state Middle School does not require Tallo uploads, AL HOSA SQE requires them!
- Students must create an account in order to upload to the system
- Students do NOT have to complete all portions of TALLO in order to upload their submission
- Please contact TALLO for technical assistance if needed
- TALLO HQ

855-765-7836

https://www.tallo.com/contact/

Public Health	Upload a YouTube link to TALLO -EACH MEMBER SHOULD UPLOAD
	 No more than 4 MINUTES
	 Follow round one directions in guidelines
* Extemporaneous Health	Upload a .jpg of the poster created to TALLO
Poster	 Complete on letter sized copy paper
	 Proctor will provide 60 minutes after providing the topic
	 Topic is provided to proctor prior to testing week
* Prepared Speaking	 Upload a 2 minute YouTube link to TALLO. The video should be a shortened version of the complete Prepared Speaking presentation, highlighting the main points. It should give the judges a good idea of what to expect if the student moves forward to ILC. It should allow them to score the content, organization, and delivery as described on the
	score sheet.
* Health Career Display	 Upload a YouTube link to TALLO videoing the display-<u>EACH MEMBER SHOULD UPLOAD</u> Include measuring the display in the video (height/width/depth) Do NOT include verbal presentation or explanations Video should be no more than <u>2 MINUTES</u> The video should clearly show <u>everything</u> that is scored on the Round 1 rubric Any item not clearly seen in the video will be given a score of zero (0).
*Health Education	 Upload a YouTube link of the team describing their presentation to TALLO-<u>EACH MEMBER SHOULD UPLOAD</u> Cover the presentation content required in the guidelines No more than <u>6 MINUTES</u> Upload a pdf of the Lesson Plan Narrative portion of the portfolio to TALLO
*Exploring Medical Innovation	 Upload a YouTube link to TALLO under the correct event section- EACH MEMBER SHOULD UPLOAD 2 minute maximum video showcasing the innovation Include measuring of the exhibit within the video Exhibit/video should explain what the innovation is & what it does/how it is used, how it will change healthcare, why this was chosen, history of the innovation, cost, benefits/challenges, & career implications as the guidelines specify in section A & C.
	 Sections of the A & C portions of the rubric will be used to judge Must include reference page in video Do NOT include verbal presentations or explanations

^{*} Asterisked events do not have first round instructions in the guidelines and have been modified by Alabama HOSA to accommodate a Qualifying Event.

The top SIX will be posted for all Middle School Events

www.alabamahosa.org

Advisors with competitors qualifying to compete at International Leadership Conference will be notified by email



Hlabama SQE Rubric

EXTEMPORANEOUS HEALTH POSTER – Judge's Rating Sheet

Section #	Division:	MS	_SS	PSC
Competitor#	Judge's Signatu	ıre		

					,		
ļ	North Color of the	Excellent	Talendaria de la companya del companya del companya de la companya	a and the state of	N CONTRACTOR OF THE PARTY OF TH		
		NATE OF THE PROPERTY OF THE PR	Good:	Average :	Fair 🗀	Poor	JUDGE
		20 points	16 points	12 points	// 8points	4 points	SCORE
ŀ	A. Eye-catching /	The poster stands ou	The state of the s		and the second second	计分类性数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据数据	
ľ					The poster does no	The poster does not	
ſ	stands out in a	from the other	pleasing and eye-	poster stand out. It	stand out from the	catch the viewer's	
- 1	crowd	competitors and	catching. The	is neat but lacks	other submissions.	l eve and is not	
		draws in the audience		originality,	It uses basic design	appealing.	
ı	•	to want to learn more			principles.	1,	
- 1		It is unique, grabs	more.				
		your attention. You		4.00	u;		
ı		are intrigued and wan	t -	•	· · · · · · · · · · · · · · · · · · ·		1 1
ŀ	3 0	to look more closely.	<u> </u>		1		
ľ	3. Contains a clear	The message of the	The message of the	The poster's	The message is off	The message is not	
	message on topic	poster is captured in a		message relates to	topic and lacks	clear. The artist	·
		very clear and concise		the secret topic but	clarity, Minimal	missed the objective	
- 1		manner. Many	relevant items from	lacks the supporting	supporting materials	when demonstrating	
1		relevant items from	the supporting	details and is not	are referenced from	this topic.	
		the supporting	material of the secret	especially clear.	the secret topic.		
Ì		material in the secret	topic are included.	1	1		
<u> </u>		topic are included		<u> </u>			
Ic	. Impact the poster	The poster leaves an	The poster is	Some Impact is felt	Minimal impact is	No impact or call to	
	leaves on the	Impact on the	informational and	by the audience after	made by the	action is felt by the	1 .
ļ	audience	audience, they learn	sends a message.	viewing this poster.	audience viewing the	audience after) l
		something, are	The audience may be		poster.	viewing the poster.	i i
1	•	informed or called to	Inspired to be "called			Toming the poster.	-
1		action by viewing the	to action" from viewing				
Į		poster. A sense of	the poster		1		i
		urgency to take action					1
<u> </u>		is felt by the audience.				4.5	
þ	. Artistic Value /	The poster is	Lots of color variation,	The poster is	The poster does not	Artistic skill lacks	
	Artistic Skill	aesthetically pleasing,	shapes, and	moderately		execution and overall	
-	~	displays great use of	appealing design.	appealing. There	audience in a	aesthetics.	i
1		color, texture, shapes	Shows the student	are a few different	significant way.	Appearance is	· .
		and spacing. Artwork	spent time creating an	mediums showcased	Limited use of	messy, lacks color	
ı		demonstrates the	artistic piece,	on the poster.	creative materials.	and texture, and/or	- 1
1		student has	Color and lettering	The use of color and	Minimal color/	effort.	
		exceptional talent to	were used effectively	lettering was mostly	shapes/ design.	21.414	
		express ideas through	within the poster.	effective on the	The artist used very		ľ
1		art,		poster design.	little color variation		ļ
ı	-	The coloring and		Would like to see	on the poster. The		Ì
ı	-	lettering were	. •	more variation.	message is lost in		
	i	captured in a unique			the basic design or		
ĺ	-	way and built the			choice of font,	V	
	O	design into the theme.				1	
	Overall appearance,	Not only is the artwork	The poster is	The poster includes	The poster needs	The poster is not	
	neat, attractive, &	original, the design is	attractive and looks	mostly relevant	more attention to	formulated clearly,	·]
	correct spelling	high quality, unique	professional. The	information and		he content is hard to	
1		and the ability to	design connects to	denerally neat in	Was propored in a	understand. A lack	1
1		connect to the topic is	ne topic and includes a	appearance. Minimal	rush. A few spelling	of effort was put into	[-
l		CIGALIVE, THE	relevant information.	spelling error(s)	errors are present.	this poster.	1
1	•	competitor added	Atauta a la	and/or attention to	•	Multiple spelling	
ļ		information above	Writing is legible, and	detail may reduce	· 1	errors are present.	1
[ļ.	what was required	minimal spelling	· overall score.]	•	1
		rom the event criteria.	errors are observed.	1	i .		
	ł	Multipa la anti-	•	ļ	· '		
		Writing is neat and				1	
	į.	professional, and free		ļ	ļ		İ
150	ZBi za Bezarlegie i zalet Percience i na c	from spelling errors.	Section May 18 Section 2 February 2	1.0.71119	·		
	4.2 本情以作集。17.50。2011年2月本 日本行名,大学、首《安兰》:18.8	是是自己的是是是是			Total D	oints (100)	Sometime of
						omia (100)	
- 4-1/4	Control of the Land of the Control o	15年20年12日1日 15年12日 15年12日 15日	有的。在1975年,6月四年的	等型的现在形式的影响			

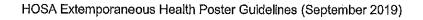
- Complete On letter Sized copy paper 8'/2 x 11
- 60 minutes allowed time

Page 4 of 5

EXTEMPORANEOUS HEALTH POSTER

Competitor Equipment Check Sheet

Competitor #		Division:	MS	ss	PSC
Comp	petitors are expected to provide supplies are limited to:	ies appropriat	e to their pre	eferred art me	edium.
	Art spray fixative or non-scented hat Chalk Charcoal Colored markers Crayons Erasers Ink pens Instruments used for drawing arcs, a protractor) Paper Towels/ sponges Pastels Pencils of any type/color Pencil sharpener (must remain intak Ruler Wet Wipes White Out	angles and cu	rves (For ex	ample: T-squ	ıare,
Check	There are <u>NO</u> potentially hazardous Competitor is in official HOSA unifor and khakis. Competitor showed proper Photo ID	m, proper bus	siness attire,	medical scru	ubs, or polo
Oncor	(Event Personnel Initials)		(Print N	ame)	





Alabama SQE Rubric

HEALTH CAREER DISPLAY Judge's Round 1 Rating Sheet – The Display

	Section #		Jı	udge's Signatu	re		
	Team #			ivision: MS	SSP	S/Collegiate _	
							Translation of
	A Health Ca	ireer Display ≕R	ound 12 The	ungsken in se	chombisine	k viisilile iii	HUDGE SCORE
	No partial points are	A. Points fo	r following C	Guidelines: Twide x 24" deep, with	revideo, mi	ssections	
	given in Section A.	☐ Display is no mor	e than 36" high x 48'	' wide x 24" deep, with	board made of foam	or corrugated	
	All seven Items MUST be completed	cardboard. □ Power Is NOT us	ed (electric, battery,	etc).			
	to receive 25 points.			luster of related health	careers.		
	If any portion is	☐ Includes Referen					
ķ	missing, Section A is scored a 0.	∐ Reference Page is only)	s uploaded to Tallo by	y each team member b	by published deadline.	(SS & PSC divisions	
		☐ Display/equipmer		And the second second			
	For more information on the all/none	☐ Display is in Engi identification.	ish and contains con	npetitor names, chapt	er and division on the	back side for	
	points, please visit: http://www.hosa.org/j		All or nothing:	25 points			
	udge	:		or			
			•	0 points	Ç ê re		
	B. Overview	Excellent	Good	Average	Fair	Poor	JUDGE
		20 points	. 16 pöints ∷	12 points	. 8 points	4 points	SCORE
	1. Career Overview	Display provides an	The content of the	The Information on	The sequencing of	Information on the	tadaga S salgosi
	-	exceptional representation of the	display is mostly clear, ideas are	the display is somewhat vague	ideas throughout the display is unclear.	display is unclear and does not	
		researched career / career cluster.	sequenced in a logical manner.	and does not clearly define the	The display includes little information with	provide understanding of	
		Information is	The display	career/cluster.	limited data to	the career or career	
		accurate, current, and presented in a	provides information that	tight of grant the grant	support the career or career cluster.	cluster.	
	,	logical manner.	describes the career / career				
			cluster.				JUDGE
	C. Career Information	Excellent = 5 points	Good 4 points	Average 3 points	Fair 2 points	there is the state of the same	SCORE
	r Includes: □			对外的基础的 对数			
	1. Job responsibilities	Detailed information on the job	Job responsibilities were provided.	A description of the job was provided.	A brief mention of the job	No mention of job responsibilities or	
	responsibilities	responsibilities is	Good information	Three specific tasks	responsibilities was	tasks associated	
	·	given along with an excellent description	on the job description were	were described.	given, and only one to two specific tasks	with the job were provided.	
		of five or more tasks specific to the health	given with four specific tasks		were described.		
	2. Education	career. Detailed and	described. There is a	There is a short	There is an	There is no	
	requirements	thorough description	description of the	description of the	incomplete	description of the	
		of the educational requirements with	educational requirements. It	educational requirements.	description of the educational	educational requirements.	
		information on any degrees with	provides information on any		requirements.	·	
		courses, certificates,	degrees,		٠		
		licenses, or other special	certificates, licenses, or other	• .			
		requirements. Estimated time	special requirements.				
		required to complete		•			
		requirement is also given.					



HOSA Health Career Display Guidelines (August 2019)

JUGGES: YouTube video (Zmin or Jess) Should not contain any verbal communication

E should clearly show all bullefed items on the rubric.

PRESIDENCE STRUCTURES SON THE THERE		Television from the television and television for	Distriction of the manufacture of the second			
C. Career Info	Excellent	Good	- Average	Tair	Poor -	JUDGE
Includes:	5 points	⊸4 points	ு≟ு3 points ங்ட்	2 points	1 point	SCORE
3. Entry level salary	A detailed and	Salary at the local/	A description of the	There is a vague	There is no	1,600,000 y 1931.
at the local/	accurate description		salary range for this	description of the	description of the	i
national/ global	of the salary and	level is provided in	career is provided	salary range for this	salary range for this	
level	wage information for		without specific	career/cluster.	career.	ŀ
	this career is	with a brief	details.			
	provided at the local,		•			
	national and global	wage details.		i .		ŀ
	levels. The team					
	provides the yearly,					İ
	monthly, and hourly					
! '	rate for this position. Opportunities for			*		
	advancement and	1	•		-	
	future earnings are					
	provided.	·				
4. Benefits/	The display	The display shares	The display	The display	Thorouga na	
challenges	effectively highlights	highlights of four	describes three	mentions one or two	There was no	
associated with	five or more benefits		· benefits or	benefits or	or challenges with	
this career	and challenges	challenges	challenges with the	challenges of the	the career.	
	associated with this	commonly	career/ cluster.	specific career or	uic calgol,	
	career.	associated with this		career cluster.	·	
		career.		33.33, 0,000,00,	•.	
5. Additional relevant	The display features	The display	The display features	The display shares	No additional	
career information	five or more	features four	three additional	two additional details		
Can discuss	additional relevant	additional details	details relevant to	about the career.	career/career	
details/traits including	details associated	related to the	the career.	about the balloof,	cluster was	
(but not limited to):	with the career/	career or career			provided.	
Career environment,	career cluster.	cluster.	t + 2 a -		promaca:	
technological needs,				· ·		
work schedule, personal			+ · · · · · · · · · · · · · · · · · · ·			
characteristics, etc).	SHARE TO FOR THE RESERVE	erenili Wereninger Et		Terrial communication when the first the state of the		
D. Display	Excellent	Good in	Average 🕝	neg il Fair	4.1.2.2.2.2.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	JUDGE
Visuals 1	15 points	12 points	9 points	6 points	3 points	SCORE
1. Artistic Design	The artistic quality is	The artistic quality	The display	Basic levels of	The design is	不是他的话题
		is good; the artwork	incorporates	artistic design are	simplistic and not	
	artwork is vibrant.	stands out, The		incorporated into the	visually appealing.	
•	balanced, visually		choices, showcasing	display. Better	viousity appositing.	
	pleasing and pushes	seem to be well-	some artistic	design/color choices.		
	the boundaries of	thought out and	features. Some of	should be		
İ	artistic expression.	comprehensive.	the design lacks	incorporated to		
	The design choices		artistic details that	assure the artwork		
	take the display to	•	took away from the	on the display is		•
·	the next level.		overall visual of the	pleasing to the eye,		
		Mariana - State - Alliente - Alliente	display.	yak yakalan ayan niyan ne, waxania.		<u> </u>
	Excellent	Good 👵	#-⊮Average ∦#	Fair Fair		JUDGE
	⊈#10 points 👙	8 points	6 points	4 points	2 points	SCORE
2. Creativity and	The display	The display is	The display has	Basic elements of	Little creativity or	ALCOHOL:
Originality	incorporates	innovative and	moderate levels of	creativity and	originality was	
	creativity and	creative. It offers	creativity and	innovation were	captured in the	
	innovation that make	something unique	originality.	captured in this	display of this	
ļ	it unique. The	but is missing the			health care display.	
	display has the	wow-factor.		display. It blends in	More effort needed.	
	"wow-factor" and	·		with the other		
	stands out in the			competitors,		
	room above all					
	others.				·	
3. Appearance /		Display is neat and	The display was	The display lacked	The display is	
Organization	exceptionally neat,		basic and could use	organization and/or	either too busy or	.
	organized, and	content has a	more organization		lacks enough detail	
	error-free.	logical flow with	and thought to be	spelling errors. The	to support the	
	Information is clearly	only minimal errors.	understood	flow of information	content.	
	displayed and easy to understand and			seemed to be out of		
	follow.		·	order.		
	Market Reserves	great a grib in steam and and	012416 July 12. The 22.2 Page 2			-aggination Vinco
	李明和明显约约	的机构建设设计算		#⊪tter	oints (105):	打扮道
少有化學學的時期達到青年發	在1945年中共2019		generalisticalists		企业中区的过去式	學習時
			· · · · · · · · · · · · · · · · · · ·			



in pdf-forma

HEALTH CAREER PHOTOGRAPHY – Judge's Rating Sheet Round 1 – The Photos

Competitor #			Division:	ss	PS/C	
Competitor #_		Juag	e's Signature			
A FOULOWING GUIDELINES	Excellent	Good	Average	Fair	(e / Poor	JUDGE
No partial points are	Points for follo	ivina Guidali				SCORE
given in Section A.	TOTALS TO TOTAL	wing Guidelii	Tallo ut	pload only!		
All SELEN Items MUST	□ Photos DO NOT incl	ude graphics, backgro	ounds, or other element	ents added to them i	n accordance with	,
be completed to receive	Tule #5.	BOTH TO THE PROPERTY				
45 points.	☐ A .jpg copy of EACH the published deadling	photo with signed per	mission forms and n	arratives were uploa	ided to Tallo by	
If any portion is missing					1	
Section A is scored a 0.	☐ Narrative description	(one page only) is inc	cluded for each photo	(NOT in a sheet pr	otector) 2 havv	atives
For more information on	☐ Permission forms for	facility/subject are inc	luded for each photo	(NOT in a sheet pro	otector)	
the all/none points,						
please visit:		A	dl or nothing:			1.
http://www.hosa.org/jud ge			45 points			
			0.5		•	
			OI			
			0 points			
B. PURPOSE:	Excellent 1. 2 15 points	Good 1	⊪ Average ⇒	Fair P	Poor	JUDGE
The pictures must be of	photos submitted that	2 12 points sphotos submitted	2 9 points photos submitted	6 points Only 1 photos	3 points	
bree different health professionals in three + two	highlight 3 different	that highlight 2	that highlight the	submitted	submitted	
different fields	health career fields.	different health career fields.	same health career field.		No photo submitted	
(ie, nursing / pharmacy / physical therapy, NOT		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Only I photo submitted	submitted	
dentist / dental hyglenist /	F4 + 1		ļ	2000		1
dental assistant).			1,0			
*Judges – remember the pu	urpose of this event is to e	ncourage competitors	to explore and anal	vze different health o	careers through th	10
medium of photography, Ti judgement if the three phot	hree photos all of the sam	e profession/field don	't expand the compe	titor's perspective ve	ery much. Use you	ur best
TWO				415-46-A-A-C-1-06-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	2	
C. PHOTO #1	Excellent	Good 8 points	Average 6 6 points	Fair August	Poor	JUDGE SCORE
Focus of occupation	A clear center of interest	The health	The photo	The photo is of a	The photo does	1万数9000000000000000000000000000000000000
within the photo	is captured in the photo with a clearly defined	professional is at the center of the photo	highlights an individual in a	health career but	not capture a	
	subject (health	and the career is	health career but	does not focus on the individual	health professional	
	professional) performing an aspect of their job.	easily defined. The job aspect the	the career is not easily defined.	performing the	performing	
	The health professional	subject is performing	easily delified.	occupation.	functions of their job. The career	
	is clearly visible and identifiable in the photo.	is not clearly visible in the photo,			in this photo is	
2. Originality of photo	The photo is creative	The photo is a	The photo is	The photo has a	unclear. The photo is	
	and unique which makes it memorable. The	unique image and brings the	creative but falls short of a unique	limited amount of	unoriginal. It	
	viewer can feel the	occupation to life.	and original		does not bring the occupation to	
	emotion of the photo through the image alone.	The "wow-factor" is missing.	presentation,	by viewing.	life or instill	·
	The photo brings the	mountg			emotion by viewing.	
	occupation "to life" through its imagery.					



					•	
C. PHOTO #1	Excellent	Good	.≝ Average : ⊞	是 Eair	Poor	JUDGE
	10 points	(4) 12.1. 在分析的可能的一种形式分析图像是特型的特别。	1. 化基准分类的 经经济的 医多种性 化二甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基	The state of the s	and the second s	SCORE
		∌∵8 polnts ;	. 🛊 6 points 🐇	∞.4 points ⊮	2 points	
3. Narrative Description	The competitor	A positive description	The description of	The description of	No description of	100000000000000000000000000000000000000
· ·	describes the experience		the photo was	the photo is basic	the photo was	
1	of how the photo was	was captured. A	average and does	and does not	provided.	
	taken in detail and brings		not leave the reader		provided.	
,	the scenario to life.	was offered.	wanting to know	the competitor's		
	lite scenario to life.	was offered,	_			
	1.		more.	experience.		
	,	l				
	No spelling errors.	1-2 spelling errors	3-4 spelling errors	5+ spelling errors		1 :: .
			1. 3. 3.5			1
4. Proper exposure /	The photo is high quality	The photo is high	The photo is	The photo is slightly	The image in the	
framing	and contains proper :	quality and contains.	focused correctly	out of focus; the	photo is not	1
	exposure. The subject is	proper exposure.	but needs some	exposure and/or	properly framed.	
Exposure = "The amount of	focused/framed, the	The subject is mostly	sharpening, The	framing is slightly	The exposure is	2
light which reaches your	colors of the photo are	in-focus but could	subject may or may	off.	out of focus,	2:9. · w/mg, ·
camera sensor or film"	vibrant, or effective use	use some	not be framed	J	there is no focal	<u> </u>
	of black/white is used	sharpening or light	properly.		center.	
	the lighting is bright and	added to be pleasing	J			l '
J	captures the subject in	to the eye.	TO THE WAY TO SEE THE PARTY OF	"你能够一些的作弊影响	† .	• •
eri antikare and	action. The viewer's eye	to ula eya.	1000			
			ļ., ,.	y .	l '	
J	is drawn to the subject of		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	l	Į.	·
يريد والبائنة الانجام المجلية	he the photo	中国国际教育 在接着与约	经数据 罗马斯特特里	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	<u> </u>	7.53
				SHELDER STREET		
D. PHOTO #2	Excellent	Good 1	Average	rair 🤒 💤	Poor	JUDGE
[4]被空间的特殊的对象的影響	10 points	8 points	6 points	4 points		SCORE
《新班·马克·拉特·纳州· 加亚		O PUILLS		4 points	2 points	Company of
。	4/3/2019年1月1日日本/安徽	al de la dela Marie de la la la la la la la la la la la la la			全身市总统	2. 14 14 14
Focus of occupation	A clear center of interest	The health	The photo	The photo is of a	The photo does	
within the photo	is captured in the photo	professional is at the	highlights an	health career but	not capture a	
1	with a clearly defined	center of the photo	individual in a	does not focus on	health	
	subject (health	and the career is	health career but	the individual	professional	
	professional) performing	easily defined. The	the career is not	performing the	performing	
	an aspect of their job.					•
1		Job aspect the	easily defined.	occupation.	functions of their	
1.22.00		subject is performing			job. The career	
	is clearly visible and	is not clearly visible		•	in this photo is	
· · · · · · · · · · · · · · · · · · ·	identifiable in the photo.	in the photo.			unclear.	
2. Originality of photo.	The photo is creative	The photo is a	The photo is	The photo has a	The photo is	
Park Transfer	and unique which makes	unique image and	creative but falls	limited amount of	unoriginal. It	
22.00 (2.10.10.10.40.14	it memorable, The	brings the	short of a unique	creativity. It does	does not bring	
	viewer can feel the	occupation to life.	and original	not spark emotion		i
	emotion of the photo	The "wow-factor" is	presentation.	by viewing.	life or instili	
	through the image alone.	missing.	•		emotion by	
	The photo brings the				viewing.	,
	occupation "to life"					.
	through its imagery.	44				.
3. Narrative Description	The competitor	A positive description	The description of	The description of	No dočevinije:	
	describes the experience	of the experience			No description of	'
			the photo was	the photo is basic	the photo was	
	of how the photo was	was captured. A	average and does	and does not	provided.	ļ
	taken in detail and brings	creative description				
	the scenario to life.	was offered.	wanting to know	the competitor's		
· .			more.	experience.		-
1 1 1	21	V		3 · · · · · · · · · · ·		- 1
	No spelling errors.	1-2 spelling errors	3-4 spelling errors	5+ spelling errors		i
* .					!	
4. Proper exposure /	The photo is high quality	The photo is high	The photo is	The photo is slightly	The image in the	
framing	and contains proper	quality and contains	focused correctly	out of focus, the	photo is not	
	exposure. The subject is	proper exposure,	but needs some	exposure and/or	properly framed.	.
Exposure = "The amount of		The subject is mostly	sharpening. The	framing is slightly	The exposure is	
light which reaches your	colors of the photo are	in-focus but could	subject may or may			
camera sensor or film"				off.	out of focus,	i
Camera sensor of IIIII	vibrant, or effective use	use some	not be framed		there is no focal	Į
1	of black/white is used,	sharpening or light	properly.		center.	Ì
		added to be pleasing		. '	}	ŀ
• 1	captures the subject in	to the eye.	•			l
	action. The viewer's eye					·
1	is drawn to the subject of					l
] ·	the photo.					l
	· .					l



Distriction of the second seco	The state of the s	The Land State of the Control of the		1-1	17.50	
	Excellent :	📆 Good ব 🎎	Average ::	Fair Fair	Poor -	JUDGE
	10 points	, i≗⊪8 points :	🚛 6 points 😘	- 4 points	2 points	SCORE
Pecus of occupation	A clear center of interest	The beauty	1000年7月1日 11日 11日 11日 11日 11日 11日 11日 11日 11日		于,自己就是其种的最高	机速机
within the photo	is captured in the photo	The health professional is at the	The photo	The photo is of a	The photo does	i
Within the prioto	with a clearly defined	center of the photo	highlights an	health career but	not capture a	ŀ
. \	subject (health	and the career is	individual in a health career but	does not focus on	health	
	professional) performing	easily defined. The		the individual	professional	
	an aspect of their lob.	job aspect the	the career is not	performing the	performing	
	The health professional	subject is performing	easily defined.	occupation.	functions of their	ļ
	is clearly visible and	is not clearly visible			job. The career	ĺ
	identiflable in the photo.	in the photo.			in this photo is	
2. Originality of photo	The photo is creative	The photo is a	The photo is	The photo has a	unclear.	
	and unique which makes	unique image and	creative but fails	limited amount of	The photo is	
A FRANCISCO	it memorable. The	brings the	short of a unique	creativity. It does	unoriginal, It does not bring	14.
	viewer can feel the	occupation to life.	and original	not spark emotion	the ecoupetion to	
. [emotion of the photo	The "wow-factor" is	presentation.	by viewing.	life or instill	
· .	through the image alone.	missing.	17000HIGHOIL	by viewnig.	emotion to	
	The photo brings the	inidonig.		•	viewing.	
	occupation "to life"			* *	/ Aldmilia.	
	through its imagery.	14 THE 1				
Narrative Description	The competitor	A positive description	The description of	The description of	No departation of	- 1
	describes the experience	of the experience	the photo was	the photo is basic	the photo was-	z()
	of how the photo was	was captured. A	average and does	and does not	provided.	(V)
įt	taken in detall and brings	creative description	not leave the reader	provide context to) provided. 1	\setminus
	the scenario to life	was offered.	wanting to know	the competitor's	$I \cap I \cap M$	W
	·		more.	experience.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
i	. /			1.1.011011001	\sim	C 1
	No spelling errors.	1-2 spelling errors.	3-4 spelling errors	5+ spelling errors	ا ۱۰ کا کا ا	\smile
				, 5		" //
. Proper exposure /	The photo is high quality	The photo is high	The photo is	The photo is slightly	The image in the	+ /
framing	and contains proper	quality and contains	focused correctly	out of focus, the	The image in the photolis hat	
	exposure. The subject is		but needs some	exposure and/or	properly tramed.	
xposure = "The amount of	focused/framed, the	The subject is mostly	sharpening. The	framing is slightly	The exposure is	
ght which reaches your	colors of the photo are	in-focus but could	subject may or may	off.	out of focus,	
amera sensor or film"	vibrant, or effective use	use some	not be framed		there is no focal	
	of black/white is used,	sharpening or light	properly.		center.	
		added to be pleasing				
	captures the subject in	to the eye.				
	action. The viewer's eye				.	
	s drawn to the subject of					
	the photo.	:		,		
A Continue of the property of the second of	The state of the s					
。 在1975年 - 1985年				Tafal	Points (1990):	
。2. 2015年中国主人共和国,中国共和国共和国共和国共和国共和国共和国共和国共和国共和国共和国共和国共和国共和国	以此 是 的是一种是否是是一种的。	以为中央,可是的程度工作是在特色和企业的主要的特	[行整理] 對射影響響[[6]]	2025年2月1日2月2日		世界自然 理
《共和共共和共共和共共和共共和共共和共共和共共和共	District 4000000000000000000000000000000000000		TO STATE OF THE PARTY OF THE PA	Constitute that a state of the first	发展/排码器图 人名基里	THE PERSON
	以是共产的名称: 在6000000000000000000000000000000000000		<u> </u>	自由的人的人的人的	**************************************	

HEALTH EDUCATION – Judge's Rating Sheet

Section #		Judge's Signatu	ire		
Геат #		Division: MS	\$\$ F	PS/Collegiate	
	lians E	váluated 💮 👢 🦠		JUDG	
	建筑企业等的基础等的支撑等等的	建设设计算等等等		SCOR	
No partial points are	A. Points for following	Guidelines:			
given in Section A.	☐ Official HOSA portfolio used, numbe		ng max (32) in Englis	eh İ	
All SEVEN items	☐ Two (2) plain paper copies of portfoli	io, matching original no	rtfolio are subsetted	""	
MUST be completed	☐ Reference page is included in portfol	lio, materining original po lio	ittolio, die supelitteu.	, . :	
to receive 30 points.	☐ Title Page – Event Name, Title of less		of target pudiones, pun	nhar of narticipania in	
If any portion is	the target audience, team member na	mes. HOSA chapter (sa	me/number, and divis	ion) school and	1
missing, Section A is	state/country. One page only.		·	idity, donool and	- V
scored a 0.	\square NO sheet protectors, page dividers of	or lamination used.	•	★ * **********************************	1
	\square A .pdf of the portfolio was uploaded t	to Tallo (by EACH team	n member) by the pub	dished deadline (SS	17
For more information on the all/none	& PSC divisions only).				-5m2 .
points, please visit:	☐ Nothing except portfolio shown to juc	lges		\mathcal{M}	1
http://www.hosa.org/i			/ /	W COVI O	10
udge		All or nothing:		~ (1)	et l
		30 points		1/1/2	
		. ov. polito		<u>ፈ</u> ር	
		or	and the second		
		0 points		•	
		o ponits			
• •					
3. Quality of ∴	Excellent Good		10-10-11-7-21 1 -22 1-2-3-2-3-2-7-2		
Portfolio		Average	Fair	Poor JUDG	
1. Lesson Plan	5 points 4 points Narrative provides Narrative provides	3 points	2 points	The Indontion of the second	II.
Narrative	an outstanding a good description	Narrative provides an adequate	The narrative somewhat describes	The lesson plan narrative does not	
	description of the of the goal of the	description of the	the lesson plan goal		'
	goal of the lesson, lesson, mostly	goal of the lesson,	and plan for	description of the	.
	thoroughly outlining outlining the	fairly outlining the	instruction.	goal or plan for	
*	the instruction plan. Instruction plan	instruction plan.		instruction	
2. Supportive	A detailed overview The supportive	The portfolio	Very little supportive	No supportive	-
information	of supportive information	provides some	information is	information is	
	information (data provided is good. A	t supportive	provided on the	provided about the	
T	and research) is least 3 reliable provided on the sources are used.	information. At least	selected topic. Only	selected topic.	1 7
	provided on the sources are used. selected topic.	2 reliable sources are used.	one source is used.		1111
	The supportive	aro dood.			
· i	nformation includes				1-1-
	at least 4 reliable			NI	1/ {
	sources.			1 , 1V 1/	$\cup \setminus \cup$
. Lesson Outline	The lesson was The timed outline	The lesson outline	Little evidence of a	No outline is	Ť
	clearly defined with provides	adequately defines	lesson plan outline is	included in the	·
	key elements, a explanation of the	the details of the	provided.	lesson outline. No	7
	imed outline, and a lesson format. Jetailed explanation Some photos or	elements of the lesson.		photographs or evidence of the	J <u> </u>
	of the execution of other details are	1000011,	سسسسد ،	instructional	!' ノ
	the lesson. Clear provided to bring	T		presentation were	ヘシ
	evidence of the the instructional		-	included.	して.
	lesson (such as presentation to life, photographs of the				Y -
·	esson) is provided.				
	The evidence				
. 1	provided shows the				
لل	essen had a strong		•		
	opening, delivery and closing.			7	
· · · · · · · · · · · · · · · · · · ·	ana vivalita.	1		ink less than Page 7 of 10 Nembers to Tall	1

HOSA Health Education Guidelines (August 2019)

portfolio will not be Should be soved for SQE

A pdf of the lesson Plannawative portion should be uploaded also.

B. Quality of Rortfolio	Excellent 5 points	Good 4	Average	Fair 2 points	Poor 1 points	JUDGE SCORE
		一次日本部教育を主じ、強切した必要。		THE REPORT OF THE PROPERTY OF	[5] (A) A. A. A. A. A. A. A. A. A. A. A. A. A.	W. Carlot
4. Materials	Exceptional examples of	The lesson plan materials are good	The materials developed for this	The lesson plan materials need extra	The lesson plan	
/.	teaching materials	quality. They add	lesson are average.	attention to make	quality and did not	-
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(such as lesson	value to the	They have a basic	them average	enhance the	
	handouts, scripts, worksheets,	portfolio.	level of quality.	quality.	portfetto.	
1	multimedia printouts,			<u>.</u>		
	etc.) are showcased	•	. 1 .			
	in this portfolio that highlight the quality					
	of instruction		, :			
,	provided during this	\setminus				
	lesson.		e d'age			1
(Y ~ ~)					,	
5. Feedback Tools	Exceptional	Good examples of	The examples used	The feedback tools	No feedback tools	
	examples of lesson feedback tools (such	lesson feedback tools are provided	to provide feedback were average and	used to evaluate lesson plans were	were provided.	
. , 🔾	as tests, written	in the portfolio.	could use more	not effective.		
Land	evaluations,		attention to detail.			**
$\mathcal{C}_{\mathcal{O}}$	surveys, or other ltems to evaluate					
	audience learning)		· \			
	are showcased in			*		
	the portfolio and provided feedback			×		
*	from audience		\	·		
	members.					
6. Spelling,	There are no	There are a few	There is a mlx of	There are either	There are many	
grammar,	spetting or	minor misspellings	good spelling and	several misspellings	misspellings and	
punctuation,	grammatical errors	or grammatical	poor spelling or	or there is very little	overall weakness	,
neatness	throughout the entire portfolio. The		proper grammar and	correct grammar	within the portfolio.	
. /	portiolio, me portiolio is very neat	easy to fix to make it appeal to the	improper grammar. The portfolio is	present in the portfolio. Portfolio	The portfolio looks unprofessional.	
	and presentable.	viewer. The	presentable,	needs more		
		portfolio is neat,	although some	organization or		,
/	A	with only minor examples where	pages appear to be cluttered or busy.	attention to detail.		*
. /		the pages could be	,	٠		
		better organized.		· .	*	
. C. Presentation≟	Excellent	Good	Average	Fair	Poor we	JUDGE
to Judges:	5 points	4 points	3 points	2 points	1 point	SCORE
Project and						
Process	2月1日日 1000日	种类型性	共享的		2.30年月28日30日本日本	學學學
1. Objectives /	The activities used	The activities used	The objectives and	The objectives were	The objectives in	
accomplishments of project	In this lesson were detailed with clear	in this lesson were mostly clear;	accomplishments in this lesson were		this lesson were not clear and there was	
2. 6. 2.2	objectives and	objectives and	somewhat	accomplishments	little evidence of	
	several	accomplishments	highlighted in this	was evident in the	accomplishments	
	accomplishments were highlighted in	were highlighted.	presentation.	presentation.	made throughout the presentation.	
	the presentation.				THE PRODUCTION	
	[<u>.</u>		*-		-	
2. Inclusion of	The team effectively	N/A	The team attempted	N/A	The team did not	
media/software	described the	* 1) * 1	to describe the	: W ()	describe the use of	
	Inclusion of original		original and /or		media or software.	
	and/or appropriate media / software in		appropriate media / software, More	. 4	to support their presentation.	
	the presentation.		attention to detail is		procentation	
			needed to be			1
			effective.	* * *		
	1 i	i l				i

400

1							
X	D. Quality of	Excellent.	Good -	Average	Fair	Poor	JUDGE
ᢣ	the Lesson:					2. · · · · · · · · · · · · · · · · · · ·	SCORE
	the Lesson.	5 points	₽J4 points ₄⊪	3 points	2 points	# 1 point	
	建工作的工作工作。如此是重要的工作的证明	1 6 4 10 4 10 4 10 4 10 4 10 4 10 4 10 4	a new control of the	1 多時的個別時間的目標的	1 3 使从他们的对对	· 计算数据 计自由转换数据	电影型 地位
	1. Health related	Lesson is health.	N/A	N/A	N/A	Lesson is not health	1
	The state of the state of	related.			1	related.	1 1
	2 2 2		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				1 1
	2. Meaningful,	Lessonis	The lesson is	The lesson offers	There is little value.	The lesson is not	1
	relevant,	exceptionally	relevant and	some meaningful	connected to this	relevant and does	1 - 1
	Importance to	meaningful,	important for the	and Important	lesson for the		.
	audience	relevant, and	audience. The toplo			not hold a sense of	i l
	dudience	important for the			audience.	importance to the	
			is penelicial for the	unclear if this topic is		audience. The topic	
		audience. The topic	audience,	beneficial to the		in no way connects	1 1
	1 .	is vital for this		audience or not.		to the audience.	1 1
	· · · · · · · · · · · · · · · · · · ·	audience to know!	·				
			9, 1 1 1 1	n - 1	,		F
	3. Engaging,	The lesson is	The lesson is	Some of the lesson	The lesson is slightly	The lesson does	
	interesting	extremely engaging	engaging and	is engaging and	engaging to the	not appear to be	
	-	and will captivate	interesting to the	considered	audience	engaging, More	1
		the interest of the	audience.	moderately	addionice	engaging, More	i I
		audience,	audience.			effort needed to	1 1
		addience,		interesting by the	1	hold the interest of] : I
	A Annuanistana	The array 00 - 2	I	audience.		the audience.	
	4. Appropriateness	The quality of	Instruction was	The instruction was	Instruction was	The instruction was	"-
	to targeted	instruction was	appropriate to	moderately age-	slightly appropriate	inappropriate for	
	audience	appropriate for the	targeted audience.	appropriate to the	for the targeted	the targeted	j. ľ
		age of the audience.		targeted audience.	audience.	audience.] -
		Much thought and				2 2 2 2	. .
	,	consideration went]
	1 コーニングが2	Into the instruction to			A second		
	, 45 m	assure the content	1 .	1 1/2 1/2 1/2			
		would be well-					1 1
		received.		1		-	l : i
	5. Lesson creativity		The 1	771			
	and originality	The lesson is highly	The lesson is	The lesson plan was	The lesson was fairly		l i
	and originality	creative, original,	unique and original		creative but lacked	creativity and	i l
		and incorporates	in content.	only somewhat	original content.	originality More	
		real and authentic		original in content.		effort needed to	
		learning.				connect with your	
						audience.	
,							
V	D. Presentation	Excellent	Good	Average 👊	Fair	Poor PA	JUDGE
•	Delivery	5 points	4 points	3 points	「日本」「日本日本」「日本日本日本日本日本日本日本日本日本日本日本日本日本日本日		SCORE
	1. Voice			See holite	2 points	1 point	
	Pitch, tempo,	Each speaker's	Each speaker	Each speaker could	Most of the	Judge had difficulty	1,77
		voice was loud	spoke loudly and	be heard most of the	speaker's volces	hearing and/or	
	volume, quality	enough to hear. The	clearly enough to	time, The speakers	were low, Judges	understanding	
		speakers varied rate			have difficulty	much of the speech	. 1
	* *	& volume to	speakers varied	some variety in vocal	hearing the	due to low volume.	1 L
		enhance the	rate OR volume to	quality, but not	presentation.	Little variety in rate	
		speech. Appropriate	enhance the	always successfully.		or volume.	
		pausing was	speech. Pauses				* -
		employed.	were attempted.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			1
	2. Stage Presence	Movements &	The speakers	Stiff or unnatural use	Most of the speaker's		
	Poise, posture, eye		maintained	of nonverbal	posture, body	made to use body	
ı	contact, and					movement or	.
	contact, and	purposeful and	adequate posture i	DEUSTOFS BOOM	IDANGURADA DANGURAN		
- 1	enthusiasm	purposeful and enhanced the	adequate posture		language, and facial		. 1
- [enhanced the	and non-distracting	language reflects	expressions	gestures to	- 1
		enhanced the delivery of the	and non-distracting movement during	language reflects some discomfort	expressions Indicated a lack of	gestures to enhance the	
		enhanced the delivery of the speech and did not	and non-distracting movement during the speech. Some	language reflects some discomfort interacting with	expressions indicated a lack of enthuslasm for the	gestures to enhance the message. No	
·		enhanced the delivery of the speech and did not distract. Body	and non-distracting movement during the speech. Some gestures were	language reflects some discomfort interacting with audience. Limited	expressions Indicated a lack of enthuslasm for the topic, Movements	gestures to enhance the message. No interest or	
·		enhanced the delivery of the speech and did not distract. Body language reflects	and non-distracting movement during the speech. Some gestures were used. Facial	language reflects some discomfort interacting with audience, Limited use of gestures to	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the	
·		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting	and non-distracting movement during the speech. Some gestures were used, Facial expressions and	language reflects some discomfort interacting with audience, Limited use of gestures to reinforce verbal	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience.	and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language	language reflects some discomfort interacting with audience, Limited use of gestures to reinforce verbal message. Facial	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions	and non-distracting movement during the speech. Some gestures were used, Facial expressions and body language sometimes	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language	and non-distracting movement during the speech. Some gestures were used, Facial expressions and body language sometimes generated an	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
-		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthuslasm	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
.:		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthuslasm	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthuslasm but seem somewhat	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthuslasm but seem somewhat	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	
		enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the	and non-distracting movement during the speech. Some gestures were used. Faclal expressions and body language sometimes generated an Interest and enthusiasm for the	language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthuslasm but seem somewhat	expressions Indicated a lack of enthuslasm for the topic. Movements were distracting.	gestures to enhance the message. No interest or enthusiasm for the topic came through	





Delivery 3. Diction*, Pronunciation** & Grammar Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heighfened interest and complemented the verbal message. Team Participation A points Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Torie complemented the verbal message. Team Participation Delivery adequate. Enunciation and pronunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Torie eemed inconsistent at times. The team worked together relatively well. Some team member spoke and carried equal parts of the project. Each team member spoke and carried equal parts of the project presentation.	Total Frankling	esentation :	Excellent	Good 2	Average	Fair	Poor and	JUDGE SCORE
## A Grammar ## A	/				The contract of the contract o			學學學問題
## Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened Interest and complemented the verbal message. ### Excellent example of Shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation. ### Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal message ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. ### Verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disr								
enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened Interest and complemented the verbal message. 4. Team Participation Particip	1							
pronunciation, No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened Interest and complemented the verbal message. 4. Team Participation Participation Participation Participation Proporticipation Proporti	&G	irammar 🗀						
vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. 4. Team Participation Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation. Vocal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Torie seemed inconsistent at times. "ahs," "uh/ums," or "you-knows") present. Torie seemed inconsistent at times. N/A The team worked together relatively well. Some team members spoke more than others. Team proportiate variation of vocal characteristics. Inconsistent with verbal message. N/A One team member dominated the presentation.	1						and/or articulation.	
"ahs," "uh/ums," or "you-knows") "you-knows"). Tone heightened Interest and complemented the verbal message. 4. Team Excellent example of shared collaboration of the project. Each team member spoke and carried equal parts of the project presentation. "uh/ums," or "you-knows") present. Tone seemed inconsistent at times. "you-knows"). Tone complemented the verbal message. "you-knows") present. Tone seemed inconsistent at times. "You-knows") Present. Tone seemed inconsistent with verbal message. "You-knows") Present. Tone seemed inconsistent with verbal message. N/A The team worked together relatively well. Some team members spoke more than others. "You-knows") Problems cause disruption to message. N/A One team member dominated the presentation.	1					"you-knows")	Monotone or	•
"you-knows"). Tone heightened Interest and complemented the verbal message. 4. Team Excellent example of Participation in the presentation of the project. Each team member spoke and carried equal parts of the project presentation. "you-knows"). Tone tomplemented the verbal message with present. Tone seemed inconsistent at times. Inconsistent with verbal message. Inconsistent with		, ,			"ahs," "uh/ums," or	present, Delivery	inappropriate	
heightened interest and complemented the verbal message. 4. Team Excellent example of shared collaboration of the project. Each team member spoke and carried equal parts of the project presentation. heightened interest complemented the verbal message verbal message verbal message verbal message. N/A The team worked together relatively well. Some team members spoke more than others.			"ahs," "uh/ums," or	"uh/ums," or "you-	"you-knows")	problems cause	variation of vocal	
and complemented the verbal message. 4. Team Excellent example of Shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	'	1 .	"you-knows"). Tone		present, Tone	disruption to	characteristics.	
the verbal message. 4. Team Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.			heightened Interest	complemented the	seemed inconsistent	message.	Inconsistent with	}
4. Team Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.			and complemented	verbal message	at times.		verbal message.	
Participation shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	ļ	* •	the verbal message.					
in the presentation of the project. Each team member spoke team member spoke and carried equal parts of the project presentation.	4. Tea	am	Excellent example of	N/A	The team worked	N/A	One team member	
of the project. Each team member spoke team member spoke and carried equal parts of the project presentation.	Pa	rticipation	shared collaboration		together relatively		dominated the	
of the project. Each team member spoke team member spoke and carried equal parts of the project presentation.		· ·	in the presentation		well. Some team		presentation.	
team member spoke more than others. and carried equal parts of the project presentation.			of the project. Each	. 1	members spoke			
parts of the project presentation.			team member spoke	• ;	more than others.	•	1	
presentation.			and carried equal		4	* p - *		
			parts of the project			"		
		5.5					*	
The state of the s		1.5		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
	1.00 () () () () () () ()	ia la distribuia	Grand Carlotta (Africa	LESSO CONTRACTOR	ide di eta jada kedidaki inta	ādā (tae ribra indiali	。 ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・	ANTICO AL
	制度速度				amar Shriewan i	77.44.1	SEIGLE MALES	
Total Points (1)(5):						er i lotai i	:(CKL) ZIIIU	

^{*} Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

** Definition of Pronunciation – Act or manner of uttering officially.

SQE



Alabama SQE Rubric

JOB SEEKING SKILLS – Judge's Rating Sheet

Section #		Judge's S	ignature			
Competitor #		Division _	ss	_PSC		
17.7		. Items Eva	uated.			JUDGE SCORE
A. No partial points are given in Section	Points for follow	ring Guidelines:				
A 3	☐ Cover letter and	resume are one pag	e each		•	
All titems MUST be		resume are uploade		lished deadline		
completed to receive 35 points.			gera unberlitte d	· 2		,
1	Submitted in Eng					
If any portion is missing, Section A is scored a 0.			All or nothing:			
For more information on		•	All of flottling.			
the all/none points, please visit:			35 points			
http://www.hosa.org/judge			or			
		. • .	0 points			
B. Cover Letter	Excellent	40 Good #	# Average	Fair Section	Poor	JUDGE
建设设置设置	5 points	4 points	3 points	2 points		SCORE
1. Organization	Letter includes an	Most of the	Some of the	An attempt was	The cover letter has	
	organized Introduction, body	organization is appropriate, but	organization is correct, but there	made to organize the cover letter, but there		
	and conclusion	there are a few	are a couple major	are still significant	could mean	
	paragraph. There is		problems that are	problems that	inconsistent fonts,	
· .	a proper salutation at the greeting with	could be made to make the cover	rather distracting to the viewer.	distract the viewer from reading it from	no separation of paragraphs, or	
	a precise contact	letter flow better to		top to bottom.	improper ordering	
	name. The entire	the viewer.			of topics.	
	amounts to no more			<i>"</i>		
	than one page in length.					
2. Content	The content within	A few minor pieces	A lot of the	There are significant	There is little to no	· ·
	the main parts of	of content are	Information is	parts of the cover	content present in	
	the cover letter includes the	missing that are crucial to make the	present, but a few major, relevant	letter that are missing or are	the cover letter. No effort was put forth	
	necessary	cover letter top-	pieces are missing.	inserted improperly.	in order to include	
	information about the candidate	notch.			the necessary information, it is	ŀ
	(qualifications and	-			missing all or	
,	strengths that	·.			almost all of the	ĺ
	pertain to the job, how they found the			•	needed information about how they	
, '	Job, and how they				qualify for the job	
	will impact the company in the				and their strengths pertaining to it, how	ĺ
	future). It makes for				they found the job,	
	a great introduction				why they will be a	
	to the resume.	4			good fit with the company.	
3. Neatness, spelling,	•	There are 1-2 minor		There are 5-6	There are 7 or more	
grammar	spelling or grammatical errors	misspellings or grammatical errors	spelling or grammatical errors	spelling or grammatical errors	spelling or grammatical errors	
	throughout the	that will be easy to	in the cover letter.	present in the cover	in the cover letter.	
	entire cover letter.	fix to make it appeal to the viewer.	•	letter.		
		to the viewer.				
i	1	i e	1	1	£	



					-	•	
-	LC. Resume	Excellent	Good +	Average	Fair	Poor	JUDGE
		□ 10 points +	🏥 8 points 📑	6 points	🎎 4 points 🛵	2 points	SCORE
	1. Content/	The candidate	The candidate	The candidate	The required	The resume does	2744712711
	organization	includes all five of	includes four of the		components may be		
	The resume	the required	five required	the five required	included, but do not	experience	ļ
	requirements	components of the		content areas of the		documented that	ĺ
	include; • Personal information	resume and organizes the	resume.	resume.	description of the	would relate the	
	in the heading	document in a		Some action verbs	candidate's work or employment history.		i .
	Clearly stated career		The resume flows	were used to	Little detail is	position	
	objective	professional	smoothly but lacks		provided.		i l
	Education	manner.	description of	candidate's			
	 Work Experience 		experience that	strengths			:
	 Activities and awards 	The resume flows smoothly, and	allows the				1
		action verbs are	interviewer to gain a clear picture of	Fair level of			, i
	•	used to describe	the employment	organization throughout the			٧.
		the candidate's	and educational	resume.			**
	-y - 1 - 1.	strengths,	history.			1 7	.]
				and the second			i i
			WEST English of the Name and the Same	TO THE PARTY OF TH			, °
ĺ	Resume	. Excellent	if it Good a fill	Average	Fair Fee	Poor	JUDGE
		🚋 5 points 📳	4 points	3 points	2 points	1 point	SCORE
	2. Neatness,	There are no	Those are 4.0	January Branch	非国际的最级的	30.500 300 500 500 500 500 500 500 500 500	學學學
		spelling or grammar	There are 1-2 minor misspellings or	There are 3-4 spelling or	There are 5-6 spelling or	There are 7 or more	
	-pg, g	errors throughout	grammatical errors	grammatical errors	grammatical errors	spelling or grammatical errors	
		the entire resume.	that will be easy to	In the resume.	present in the	in the resume.	,
			fix to make it appeal		resume.	in the results.	ĺĺ
i		٠	to the vlewer.		,		
					Vallet Market Service and Company of the Company		
	∆ Job Application	Excellent	- Good ⊌ ⊕	Average	1 Fair	Poor	JUDGE
	1 NaNaaa a	5 points	4 points	: 3 points ::	🖟 🔄 2 points	1-point	SCORE
Ì	Neatness, spelling, grammar, and	The job application is filled out neatly	There are 1-2 minor		There are 5-6	There are 7 or more	
-			misspellings or grammatical errors	some effort into	misspellings or	grammatical or	, ,
١	00.110.101000		that will be easy to	using correct grammar, but 3-4	grammatical errors present in the job	spelling errors in the Job application.	
١			fix to make it appeal	mistakes were	application. The	The candidate may	
١		Charles and the second	to the viewer.	made, The	handwriting on the	have used text	
.	1	Judge has a strong		candidate did not	application is hard to	anguage or ignored	
	, ,	sense of how	Judge has a solid	proofread to ensure	read.	the rules of	
1	,	qualified this candidate is from	idea of how qualified the	correctness.	livelene sensit	capitalization and]
1		the thorough and	qualmed the candidate is from	Judge thinks they	Judge isn't entirely sure how qualified	punctuation.	1
ļ	·,	complete	the application,	may understand the		Judge has no Idea	
1	<i>[</i> ,	application.	F-Facebootti	qualifications of the	to important	how qualified the	
J	V	· \	·	candidate from the	Information missing	candidate is	- 1
١				application.	on the application.	because too much	- 1
ሄ	L -		· 🔪 🏑 🖠			of the application is	į
1			\times		$\sim 10^{-3}$	blank or irrelevant.	
1			·/ / / / / / /	e en journal de la lance		V	J
	ETHING ACCUMUNG AND A	Excellent	Good	Average	Pair 48	Poor	JUDGE
		10 points	8 points	√6 points	4 points	· 医子宫性中心的现在分词正常是一种的人的人的人们是是一个人	CORE
ľ	2. Reflects job	Candidate Included	Candidate included	Cardidate included	Candidate listed		的 Sept May
	competitor is	work and school	personal	some work or	minimal school or	Candidate did not attempt to include	
	qualified to hold		achievements and		work experience but	any relevant work	
1		were relevant to the	interests, but	but did not by to	seemed incomplete.	or school	ŀ
			experiences did not	relate it to the job		experience.	
		seeking. Student	stand out from	they were applying	<u>√</u>		
ŀ		was creative with experiences to	other competitors.	for.	<u> </u>		
	· /·	make application					1
		stand out among		İ			1
	·	the rest.	*		. ``	İ	l.
1	'						- 1

	Excellent 10 points	Good	Average # 6 points	Fair 4 points	Poor 2 points	SCO
1. Introduction/first	Greeting is	Greeting Is good,		Average greeting did		
Impression	excellent, shook	handshake was		not shake hands with	impression.	
	hands and engaged		didn't shake hands	interviewer	Candidate did not	
	professionally with	didn't stand out	or didn't shake	conversation is not		
	the interview upon	amongst	hands correctly,	engaging or there	to engage with the	
	arrival. Great first	competition.		was no conversation.	interviewers.	1
	impression		appropriate.			
2. Content of answers	The candidate showcased each of	Most questions were answered	The candidate	Some questions	Most questions	
Interviewers are	the five criteria in	honestly and	covers 3 of the 5	were answered thoughtfully using	were answered	
looking for answers	their answers with	thoughtfully using	criteria but does not		inappropriately, didn't elaborate on	
to the following	ease and	professional	provide a clear	language. The		
criteria:			picture of their work		answers	
Candidate shows	responses left the	language and tone.	experience or	underwhelming.	Covers 2 or fewer	
willingness to	interviewers	The candidate	strengths.	underwheiming.	of the 5 interview	
volunteer information	wanting to know	covers 4 of the 5	aueriguia, ./	Covers 2 or fewer of	critéria, .	
Responds	more about the	interview answer	/	the 5 interview	Gillella, ,	
appropriately to	experiences	criteria,		criteria.	,	
every question.	strengths and	GIRGIIA.	l. "7	Gileria.		
Relates strengths	skillsets of the	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	· ./			
and skills for the job.	candidate.		/			
Sounds professional	oundidate.		/			
in choice of			/ :			
vocabulary and						
description of			/			
personal strengths.						
Knowledgeable	. I					
about the position		X			•	
and includes key				•		
roles and			·	11.20	1 4 7 1	
responsibilities as	•	/ / /	\	100	1	
part of the answers.				10 10 10 M		
part of the answers.		i di est				
3. Confidence,	Candidate exhibited	The candidate was	The candidate	The candidate	The candidate's	
maturity,	confidence	confident but not	exhibited some	appeared to be	nerves got the best	
enthusiasm	throughout their	convincing. They	level of confidence	nervous and anxious		
	interview. Genuine	were excited for the	in his/hex	about the interview.	not able to	
	excitement for the	pending position	Interviewing ability		showcase their best	
ļ	pending position	but need a little	but seemed a little	were excited to be	work in the	
` · · -	and conducted					
·	and conducted	more pollsh to be	nervous.	here; they just need	interview. Keep	
	and conducted themselves with			here; they just need nore practice with		
	and conducted themselves with maturity. They	more pollsh to be		here; they just need	interview. Keep	5
	and conducted themselves with maturity. They would make a great	more pollsh to be		here; they just need nore practice with	interview. Keep	
	and conducted themselves with maturity. They	more pollsh to be		here; they just need nore practice with	interview. Keep	
	and conducted themselves with maturity. They would make a great employeel	more pollsh to be offered the position.	nervous.	here; they just need more practice with interviews.	interview. Keep	
4. Knowledge of	and conducted themselves with maturity. They would make a great employeel / Candidate was	more pollsh to be offered the position. The candidate was	nervous. Student somewhat	here; they just need more practice with interviews.	Interview. Keep trying! Student lacks	
4. Knowledge of Position Applied	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable	more pollsh to be offered the position. The candidate was mostly	nervous. Student somewhat prepared with	here; they just need more practice with interviews. Student wasn't aware of the position	Interview. Keep trying! Student lacks preparedness of	
4. Knowledge of	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position	more pollsh to be offered the position. The candidate was mostly knowledgeable of	nervous. Student somewhat prepared with company research.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for.	Interview. Keep trying! Student lacks preparedness of company research.	
4. Knowledge of Position Applied	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to	Student somewhat prepared with company research.	Student wasn't aware of the year hing for. They were hiring for. They were unable to	Interview. Keep trying! Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had	Student somewhat prepared with company research. Answered some of the questions from	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Interview. Keep trying! Student lacks preparedness of company research. Lacks confidence in	· · · · · · · · · · · · · · · · · · ·
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were	Student somewhat prepared with company research. Answered some of the questions from	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth by interviewer by	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth by interviewer by showing confidence	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth by interviewer by	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	
4. Knowledge of Position Applied For	and conducted themselves with maturity. They would make a great employeel Candidate was knowledgeable about the position and related skills to the job, prepared and practiced interview questions and was prepared with company research. They answered all questions put forth by interviewer by showing confidence	more pollsh to be offered the position. The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer	Student somewhat prepared with company research. Answered some of the questions from the interviewer.	here; they just need more practice with interviews. Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the	Student lacks preparedness of company research. Lacks confidence in	

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	8

						-7	
tat	erview 🚅 🕮 🚈	Excellent :-	Good	Average	Fair	Poor	JUDGE
		- 5 points	⊸4 points	.3 points ∞	2 points 🍃	1 point	SCORE
5. 0	Closing	Candidate asked 2-	Candidate asked 1-	Candidate asked a	The candidate aid	Interview candidate	
		3 questions that	2 relevant	question about the	not ask a question,	did not ask any	
	/	were relevant to the	questions about the	position that may or	or the question	questions, did not	
1.		position, maintained	position. They	may not have been	asked was not	maintain.	
		composure	remained	relevant to the	relevant to the	composure	
1		throughout the	professional .	position or that was	position. They did	throughout the	
		interview, thanked	throughout the	already addressed	not shake hands or	interview and forgot	
	•	the judges and	interview.	in the interview.	thank the	to thank the judges]
		shook hands as		./	interviewer.	at the end of the	
<u> </u>		they departed.			'	interview.	
FRIC	General 💮 🔭	Excellent	Good	*/Average :	Fair	Poor	JUDGE
	Characteristics	5 points	4 points	3 points	2 points	1 point	SCORE
1, *	Diction and	The candidate	The candidate	The candidate	The candidate	Candidate	
*	*articulation	speaks clearly.	enunciates most	speaks clearly,	mumbles some of	mumbles, speaks	
		enunciates words.	words clearly and is	minimal instances	the time and speaks	softly, and is hard	
1 .		Clear, crisp speech	easily understood.	when they mumble	at a low volume,	to hear. Interviewer	1
1		which is easy to		or do not enunciate	The interviewer must	is unable to hear or	
1		hear and		their words.	ask the candidate to	understand all or	
		understand.			repeat themselves.	part of the	
				, ,		responses to the	·
				,		interview questions.	
2412 mm m (199						222	and the state of the state of
		Excellent		* Average	Fair	· 中国的一个大学的一个大学的一个大学的一个大学的大学的大学的大学的大学的一个大学的一个	JUDGE
17.55	2.4 电子设置电路	₁ ∕10 points	***8 points ****	6 points	4 points	2 points	SCORE
2. E	ye contact, poise	The candidate	The candidate	The candidate	The candidate	The candidate does	
	ind posture	displays	makes eye contact	displays some eye	makes limited eye	not make eye	
		comfortable eye	most of the time.		contact and does not	contact with the	
		contact, displays	sits up straight and	down or to the side	display good	judges, They	
		confidence in their	conducts	of the interviewers.	posture.	slouch during the	
1	/ '	demeanor; sits up	themselves with		·	interview,	
1		straight throughout	confidence.				
	/	interview.			·		
200				dilatina kirikisi		rasa ativibada	接換
多 跨域					Total	Points (海灣);	现 特特
1000				nergi de adultativa, pro		65	15.000
100	artes esterois a la company de la company de la company de la company de la company de la company de la company	THE PART OF PARTY AND PARTY.	THE PARTY OF THE PARTY OF	The state of the s	proprior to be a few and factor	interioris VJ	B 5720 (4520-4)

^{*}Diction – choice of words especially about correctness, clearness, or effectiveness **Articulation - the act of giving utterance or expression



Alabama SQE Rubric

MEDICAL INNOVATION Judge's Round 1 Rating Sheet - The Innovation Exhibit

				udge's Signati	ıre	<u> </u>	
	Team #			ivision: SS	PS/Collegia	ate	
		1 1					
	A+ Medical Inno	vatton = The Inn	ovation Exhibit	=Round1			UUDGE
	No partial points are						SCORE
	given in Section A.	A. LOIIIS I	or following (
	AN DEVENIA	Li Exhibit is no mor	e than 48" wide x 24	" deep and safely star	nds on own on the tab	le. > 60 sec	
	All SEVEN Items MUST be completed	1					
	to receive 25 points.	☐ Evhibit meterials	rence page uploaded	I to Tallo by each tear	m member, by deadlin	e 60secuide	P
	If any portion is		nt is safe and poses i	d the edge of the tab	ie.		
2	missing, Section A is	☐ Exhibit is in Engl		io ridzarda.		•	
•	scored a 0.	☐ A prototype is inc		All or nothing:			
	For more information	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		_	V		
	on the all/none			25 points			
	points, please visit: http://www.hosa.org/i			or			
	udge			0 points			
	District		Free Contract to the Contract and the Co		and the second s		
	B EXHIBIT	Excellent	Good	Average	Fair Fair	Poor	JUDGE SCORE
	1. Innovation	15 points The quality of design	The Innovation	9 points The design	6 points Information on the	3 points The design is	Manufacture (
	Design	of the innovation is	consists of mostly	Innovation is	design seem to be	simplistic and does	
		exceptional, The	original design.	moderately original	missing key	not offer an original	
	* .	unique design is comprehensive and	The information appears to be well-	showcasing some unique features.	elements, More information is	approach to the content.	
		original. The design	designed and	Some of the design	needed for the	Components of the	
-		pushes the boundaries of	comprehensive.	lacked details that	design innovation to		
		originality and takes	•	took away from the overal!	be effective.	missing and judges are left with more	
	•	innovation to the		comprehension of		questions than	
ŀ	2. Innovation Impact	next level. The relevance of	This medical	the innovation This innovation	The impact on the	answers. This design is	·
ł	/ Relevance	this medical	innovation exhibits	suggests a minimal		already in existence	
Ì	•	innovation is significant and		impact on the future	by improving quality	or does not add	i l
			of having a positive impact on the future	of the healthcare industry,	of life or reducing healthcare costs is	value to the global healthcare market.	
		product/process	of healthcare but	improvement of	questionable at best.	The state of the s	i i
i		definitely has the potential to	may or may not significantly affect	quality of life or reducing healthcare		~	
	•	positively impact the	quality of life or	costs.			
		future of healthcare, increase the quality	reduction of care costs.		-		
ł		of life or reduce	costs.			,	
ļ	0.0	healthcare costs.					
-	3. Content / Information	Content is written clearly and concisely	The content is mostly clear, and	The content is vague in conveying a point	Sequencing of ideas does not flow	Information on the exhibit is unclear	
1		with a logical		of view and does not	logically, Exhibit	and does not .	
		sequence of Ideas and supporting	sequenced in a	create a strong	includes little	provide	
	·	information. The	logical manner. The exhibit	sense of purpose. Some of the	information – only one or two details	understanding of the innovation.	
ļ		exhibit gives the	provides the	information does not	about the topic with	ano mnovadoji.	.
Ì		audience a clear understanding of the	audience with a	support	little support for		
1		innovation.	general understanding of	understanding of the innovation.	claims/ evidence.		
		Information is	the Innovation.		·		
		accurate and current,					

Tudges: 15th 60 secvides should show display measurements & reference tage: 2nd 60 sec vides should showcase innovation & inventor (5)

HOSA Original Medical Innovation Guidelines (August 2019)

Should explain how innovation works & show it in action

Should explain how innovation, ages, hometour, name of

mustinclude names, division, ages, hometour, name of

no music, graphics, special effects, or text needed innovation



C.	EXHIBIT.	Excellent	# Good #	Average :	Value Fair	Poor	Minasai
and a second	VISUALS	計 10 points	. s⊪i8 points ∄⊤	6 points	4 points	2 points	JUDGE SCORE
1.	Artistic Design			The display	Basic levels of	The design is	ST. ST.
	•	exceptional. The	is good; the artwork	incorporates	artistic design are	simplistic and not	
	N.	artwork is vibrant,	stands out. The	balanced design	incorporated into the		. •
		balanced, visually	design elements	choices, showcasing	display. Better		100
1		pleasing and pushes		some artistic	design/color choices		1
		the boundaries of	thought out and	features. Some of	should be		
	•	artistic expression.	comprehensive.	the design lacks	incorporated to		l
		The design choices	4.04	artistic details that	assure the artwork		
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	take the display to the next level.		took away from the	on the display is		
1	100 July 1 1	rie text texel.		overall visual of the	pleasing to the eye,		100
2.	Creativity and	The display	The Paris	display.	<u> 14 </u>	- 3	
	Originality	Incorporates	The display is	The display has	Basic elements of	Little creativity or	
	- ingritating and	creativity and	Innovative and	moderate levels of	creativity and	originality was	
	•	Innovation that make	creative. It offers	creativity and	innovation were	captured in the	
ļ		it unique. The	something unique but is missing the	originality.	captured in this	display of this	
		display has the	wow-factor.		health career	health care display,	
	• •	"wow-factor" and	wow-ractor.		display. It blends in	More effort needed.	1. 1
	•	stands out in the			with the other		
		room above all			competitors.		' '
		others.					· -
3.	Appearance /	The display is	Display is neat and	The display was	The display lacked	The allowed as the	<u> </u>
	Organization	exceptionally neat,	organized. The	basic and could use	organization and/or	The display is	
		organized, and	content has a	more organization	contained several	either too busy or lacks enough detail	
		error-free	logical flow with	and thought to be	spelling errors. The	to support the	
İ	·	Information is clearly	only minimal errors.	understood.	flow of information	content.	
		displayed and easy	,	undonbloodi .	seemed to be out of	COLIGIE	
	100	to understand and			order.		
12 (30 7) 34 74		follow.			J. Wol.		
關於				ng constitutions			
					TATIL	oints (100):	
10.175.000	A CONTROLL SERVICE SER	ATT 1965年基本共享 11月2日 11月2日 11月2日 11月2日	1254年,但由自己的自己的自己的				理問題



Sinds In partile

Alabama SQE Rubric

PS/Collegiate

MRC PARTNERSHIP - Judge's Rating Sheet

Division:

SS

Competitor #	<u> </u>	Judg	e's Signature			
A Items Evaluated No partial points are given in Section A. All six items MUST be completed to receive 40 points. If any portion is missing, Section A is scored a 0. For more information on the all/none points, please visit: http://www.hosa.org/judge	☐ Turned in 2 pla ☐ Portfolio cubmi ☐ Portfolio copy c published dead ☐ Title page inclu name, advisor i	portfollo used ceeding 16 pages, with in paper copies of the p tted in English and Partner Verification line des event name, MRC	Average a numbers on lower right of cortfolio, 8.5x11", stapled Form uploaded to Tallo & Chapter Leadership, HO ames, school address and les or 0 Points	in top left corner by EACH member of		JUDGE SCORE
Ba Portfolio	Excellent	Good	Average	Fair training	Poor	*JUDGE*
	5 points	4 points	3 points	2 points	+ 1 point	SCORE
1, HOSA/MRC Partnership Verification Form (page 2)	The Partnership Verification Form includes: 1. MRC Unit full address 2. MRC leader's signature at the beginning of the project 3. MRC leader's signature at the conclusion of the project	NA	NA	NA	The Partnership Verification form is missing or does not include all 3 required criteria	
2. Partnership Logistics Document (pages 3-4) 3. Description of the	The Partnership Logistics Document includes: 1. Description of how the HOSA chapter and MRC unit will maintain communication 2. How frequently the HOSA chapter and MRC unit will be in contact 3. Who is responsible for maintaining and initiating contact 4. MRC leader's full mailing address The description features	The Partnership Logistics Document includes answers to 3 of the 4 questions.	The Partnership Logistics Document includes answers to 2 of the 4 questions. The description	The Partnership Logistics Document includes answers to 1 of the 4 questions.	The Partnership Logistics Document is blank or not included	
HOSA/MRC partnership (pages 5-6) (items included)	all four items: 1. Level of interactions 2. Quality of interactions	features 3 of 4 items	features 2 of 4 items.	features 1 of 4 items.	of the partnerships were provided.	

HOSA MRC Partnership Guidelines (August 2019)

Tudges: Portfolio itself not required for SQE

Page 11 of 14

Tudges: Portfolio itself not required for SQE

You Tube video link should allow for judging of section Cip D

not mire than 3 minutes

Section #

		3.Quantity of interactions 4. 2-page maximum					
	B. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 point	UUDGE SCORE
	4. Description of the HOSA/MRC partnership (pages 5-6) (Quality of Items)	The strength and articulation of the HOSA/MRC partnership description is excellent.	The strength and articulation of the HOSA/MRC partnership description is good	The strength and articulation of the HOSA/MRC partnership description is average	The strength and articulation of the HOSA/MRC partnership description is fair	The strength and articulation of the HOSA/MRC partnership description is poor	
	Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor* 1 point	JUDGE SCORE
	5. A summary of partnership activities with a brief narrative (pages 7-16). (Activities included)	The partnership features all four of the descriptions: 1.Activity description 2. Impact category (as outlined in the event	The partnership features 3 of 4 descriptions	The partnership features 2 of 4descriptions	The featured HOSA/MRC relationship consists of 1 of 4 actors.	No descriptions of the partnerships were provided.	
		descriptions) 3. HOSA/MRC Padnership description 4. 10 page maximum					* : 4", *
	Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 point	JUDGE SCGRE
7	6A summary of partnership activities with a brief narrative (pages 7-16). (Quality of activities)	The partnership activities documented in portfolio are excellent quality, scope, and value. 4+ items are included that the team developed	The partnership activities documented in portfolio are good quality, scope, and value. 3 tems are	The partnership activities documented in portfolio are average quality, scope, and value. 2 items are included that the team	The partnership activities documented in portfolio are fair quality, scope, and value. 1 item is	The partnership activities documented in portfolio are poor quality, scope, and value.	
5	S	to support their project (such as pamphiets, publicity items, articles, photographs, or brochures, etc.)	included that the team developed to support their project.	developed to support their project.	Included that the team developed to support their project.	No supporting Items are included that the team developed to support their	
	Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	project. Poor point	JUDGE SCORE
	7. ALL PAGES of portfolio are neat, formatted correctly, and error-free	No errors in formatting, grammar or appearance were detected in the submission.	The submission had 1-2 errors within the entry.	3-4 errors in formatting or grammar were detected in the submission.	4-5 errors in formatting or grammer were detected in the submission.	The submission had more than 5 errors in formatting or grammar and it was difficult to follow.	
	C. HOSA/MRC Partnership Overall Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
	1. MRC/HOSA Partnership	Level of MRC/HOSA Partnership is strong, with MRC/HOSA working together to support each other's missions	Partnership with MRC/HOSA clearly exists, with MRC/HOSA communicating to support each other's missions, but is not overly strong.	The connection between MRC/HOSA is there.	The connection between MRC/HOSA is inconsistent.	The connection between MRC/HOSA is very limited or non-existent	
			auony.				

HOSA MRC Partnership Guidelines (August 2019)

HOSA/MRC Partnership	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
Overall Content					15.34 图 特的理论	1.1
2. Cooperative work	The team exceeded the	The team met the	The team's goals	The team did not	The team did	
with MRC to reach	collaborative goals of	collaborative goals	were of average effort	put forth much	not meet the	
goals of activities	working with the MRC.	of working with the	and impact,	collaborative	collaborative	
F (4)		MRC.	1	effort to reach	goals of the	
•	•		l .	the goals of the	MRC activities.	
			1	proposed		
		·		activities.		
3. Description and	Strong evidence was	Evidence of	Basic evidence of	One example	No evidence	
Understanding of the	provided to prove the	understanding the	understanding the	was provided to	was provided of	
MRC Mission	understanding of the	MRC mission was	MRC mission was	prove	understanding	1
· 1	MRC Mission. Four or	evident in three	provided in two	understanding of	of the MRC	j
•	more examples of the	examples provided	examples within the	the MRC	mission.	i
·	mission were provided.	in the portfolio.	portfolio.	mission.		
			<u>.</u>			
4. Impact on the local	Strong evidence (4+	Some evidence (3	The partnership's	Very little Impact	No change or	
community	examples) reflects the	examples) reflects	impact was average.	occurred from	impact	
•	partnership	The partnership	Little evidence (2	the result of this	occurred as a	
	demonstrated a high	had a good impact	example)s of change	project, Only one	result of this	
	level of impact on the	on the community.	occurred as a result of	example shared.	project	
İ	community and created	1	this project.		implementation.	·
	positive change.		· .	1	No examples	
A Wight				-	shared.	<u></u>
5. Impact on the	Strong evidence (4+	Some evidence (3	The impact on the	Very little Impact	No change or	
IOSA chápter	examples) reflects the	examples) reflects	HOSA chapter was	on the HOSA	impact	
•	partnership	The activity had a	average, Little	chapter occurred	occurred as a	
•	demonstrated a high	good impact on the	evidence (2	as a result of this	result of this	
	level of impact on the	HOSA chapter.	examples) of change	project. Only one	project, No	
]	HOSA chapter and		occurred as a result of	example shared	examples	
	created positive	•	this project.		shared	
G Impaination 9	change.	777				
6. Imagination &	The partnership	The partnership	The partnership	Very little	No Imagination	
creativity of the	activities demonstrated	activities	activities	imagination &	& creativity	
20011062	a high level of	demonstrated a	demonstrated an	creativity were	were included	-
·	Imagination & creativity.	moderate level of	average level of	included in the	in the activities	
	•	Imagination &	Imagination &	activities.		
		creativity.	creativity		. 1	
D. Presentation	* Excellent	###Good ####₹	Average	Fall	Poor	JUDGE
Delivery.	5 points	4 points	Average 3 points	raii 2 points ⊯	1 point	SCORE
[] 全体操作图 有形形			A POINTS	Fig. Politics	i holui	30000000000000000000000000000000000000
1. Voice	Each speaker's voice	Each speaker	Each speaker could	Most of the	Judge had	The articles (10 Att) Program
Pitch, tempo, volume,	was loud enough to	spoke loudly and	be heard most of the	speaker's voices	difficulty	
juality	hear. The speakers	clearly enough to	time. The speakers	were low.	hearing and/or	•
	varied rate & volume to	be understood. The	attempted to use	Judges have	understanding	
	enhance the speech.	speakers varied	some variety in vocal	difficulty hearing	much of the	
	Appropriate pausing	rate OR volume to	quality, but not always	the presentation.	speech due to	
	was employed.	enhance the	successfully.		low volume.	
		speech. Pauses			Little variety in	•
<u></u>	· · · · · · · · · · · · · · · · · · ·	were attempted.	, 		rate or volume.	
2. Stage	Movements & gestures	The speakers	Stiff or unnatural use	Most of the .	No attempt was	
Presence	were purposeful and	maintained	of nonverbal	speaker's	made to use	
Polse, posture, eye	enhanced the delivery	adequate posture	behaviors. Body	posture, body	body	
ontact, and	of the speech and did	and non-distracting	language reflects	language, and	movement or	
nthusiasm	not distract. Body	movement during	some discomfort	facial	gestures to	
1	language reflects	the speech. Some	interacting with	expressions	enhance the	
1	comfort interacting with	gestures were	audience. Limited use	indicated a lack	message. No	
	audlence. Facial	used. Facial	of gestures to	of enthusiasm	interest or	
	expressions and body	expressions and	reinforce verbal	for the topic.	enthuslasm for	
	language consistently	body language	message, Facial	Movements were	the topic came	
	generated a strong	sometimes	expressions and body	distracting.	through in	
	interest and enthusiasm	generated an	language are used to		presentation,	
	for the topic.	Interest and	try to generate		productions,	
•		enthusiasm for the	enthusiasm but seem			
l	ļ	topic,	somewhat forced.			
	·				·	



D. Presentation Delivery ≔	Excellent 5 points	Good 4 points	Average	Fair 2 points.	Poor	JUDGE SCORE
3. Diction*, Pronunciation and Grammar		Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "youknows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed Inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or Inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
4. Participation:	All team members took an active role in the presentation	All but one person on the team was actively engaged in the presentation	The group's participation was average.	One or two of the members led the work while the rest of the team had little participation,	The team did not work effectively together. Participation was dominated by one person on the team.	



Hlabama SQL Kubric

PREPARED SPEAKING - Judge's Rating Sheet

Section # Competitor #	#	Divis	ion:MS e's Signature	SSPS/	'Collegiate	
			o o oignataro			
ltems Evaluated						JUDGE SCORE
A. No partial points	Points for followi	ng Guidelines:				
are given in Section A.	☐ Speech does not exc	ed minutes 2 min	utes	•	+ 1	
Section A.	☐ Props are not used					}
All FOUR items	☐ Nothing shown to judg	ges				
MUST be completed	☐ Speech is given on a	nual topic - Tow	ands Tomorrou	''د		
to receive 35 points.			All or nothing:	- 		
			35 points			Ì
If any portion is			33 hours		•	
missing, Section A is			Or			1
scored a 0.				• • • • • • • • • • • • • • • • • • • •		
For more information	*		0 points			
on the all/none		A State of the Control	÷,			ļ
points, please visit:	;	•			*	
http://www.hosa.org/j			The state of the s			
udge						
B / Content	Excellent	Good	Average	Fair Sin	Poor	JUDGE
	10 points	8 points	6 points	4 points	2 points	SCORE
1. Appropriate to the	The conference theme is	The conference theme	The conference theme	The conference	No statement of	指域数
Conference Theme	clearly revealed and well-		is apparent and not	theme is not clearly	conference theme	
	structured into speech.	appropriate for speech.		communicated	in speech.	
			speech.	throughout speech.		ļ ·
2. Coverage of Topic	Demonstrates command	Mentions topic and its	Mentions topic and	Briefly mentions a	Did not include	
	of the topic throughout	significance. Uses the	briefly explains its	topic but does not	much in the way of	
	the speech. Discusses the topic and its	topic as a path for the speech. Student offers	significance.	provide any analysis	content or a topic.	
, i	significance. Uses the	explanations and		or reasoning behind the topic.	1	
	topic as a path for the	insights that link back		into copio.		
	speech. Student offers	to the topic.		* *		
	explanations and insights that enhance the	.•	1.			
	understanding of the					•
	topic.					
3. Clear focus and point of view	Speech was focused and compelling to the	Speech is somewhat	Speech evidence was	While evidence is	Speech lacked	
point of view	audience.	compelling; the audience might need	weak, there were a few moments when the			
	audionico.	stronger evidence in	audience was	main points, the evidence is not	no compelling evidence.	
		order to gain their	compelled to the points		0110011001	
		support.	being made.	leaves the audience		
				unengaged.		
			100 miles			
4. Impact	Effectively appeals to	Appeals to audience	While much of the	Few attempts were	No attempt was	
Strong and meaningful	audience emotions	emotions (anger, fear,	speech was	made to connect to	made to focus the	
message	(anger, fear, compassion,	compassion, humor	emotionless and a bit	emotional appeals.	audience on the	
	humor etc.) to deliver the message of the speech.	etc.) to achieve the goal. Creates some	dry there were a few moments in which the	the speech is dry and lacks emotion to	message through	
	Vivid and emotive	effective imagery	author succeeded in	support the	emotional appeals. Fails to appeal to	
	language effectively used	through language.	engaging the audience	message.	audience emotions.	
	to create imagery to		emotionally.	•	No attempt to use	
	engage audience	4.	·		vivid or descriptive	
	emotionally.	r: fi *	•		language to capture	
Part and Sand	11147 110 11		100		audience emotions	

			<u> </u>			
C. Organization	Excellent 10 boints	Good 8 points	Average 6 points	Fair± 4 points	Poor 2 points	JUDGE SCORE
1. Opening	The speaker clearly	The speaker introduced	The speaker introduced	The speaker failed to	The speaker did not	
Statement	establishes the occasion	the speech adequately,		Introduce the	provide an opening	
• • •	and purpose of the speech, grabs the	including an attention getter and established	clearly establish the	speech. Or, the	statement.	
*	audience's attention and	the occasion and	occasion and/or purpose of the speech.	introduction was not useful in indicating		
) -	makes the audience want			what the speech was		
•	to listen.	baibage of the abodest	Weak attention getter.	about.		
2. Cohesion of	Logical, coherent	The secoles was a	The		771	· · · · · ·
	1	The speaker used a logical order to deliver	The speaker attempted to use an		The speech was	
Body of Speech	convey the speaker's	the message but may		difficult to follow due	not organized, and audience was not	
•	message clearly. It was	have minor lapses in	but it was not always	organization and	able to follow the	
•	easy to follow and	organization.	effective, Speaker	rambling, Some	message.	
	understand, Transitions,	Transitions were	rambled at times and/or	cohesion was	moodago.	
,	were appropriate to	appropriate to speech	did not stay on topic.	demonstrated in the		
€	speech and helped	but were not as helpful		delivery.		
	audience follow along.	to audience		· ·		
		understanding.				
3. Closing	The speaker prepares	The speaker	The speaker concluded	Audience has no	The speaker ended	
•	the audience for ending	adequately concluded	the speech in a	Idea conclusion is	the speech abruptly	l .
•	and ends memorably. They drew the speech to	the speech and ended	disorganized fashion	coming. Speaker's	without an effective	
	a close with an effective	the speech with a closing statement.	and/or did not have a closing statement.	message was unclear.	conclusion.	
•	memorable statement.	Clear ending but ends	Speaker's message	undear	Speaker had no	, ,
	The speaker's message	with little impact.	could have been	,	message.	
	was clear.	mar nero mipoloti	clearer.	<u>'</u>	mossage.	
		y see April 1				
D. Delivery	Excellent	ं ∰ Good शासका	Average Aug	The deal area	Poor His	JUDGE
	10 points	8 points	6 points	4 points		SCORE
			1771 3011 45 3 40 5 112 1			
1. Voice	The speaker's voice was	The speaker spoke	The speaker could be	The speaker's voice	Judge had difficulty	
Pitch, tempo, volume,	loud enough to hear. The	loudly and clearly	heard most of the time.	is low. Judges have	hearing and/or	
quality	speaker varied rate & volume to enhance the	enough to be understood. The	The speaker attempted	difficulty hearing the	understanding	
		speaker varied rate OR	to use some variety in vocal quality, but not	presentation.	much of the speech due to low volume.	• •
	pausing was employed.	volume to enhance the	always successfully.		Little variety in rate	1.
· .	paragraph and ampropaga	speech. Pauses were	dirrayo odoooodialiy.	4 ·	or volume.	
		attempted.			· · · · · · · · · · · · · · · · · · ·	
2. Stage Presence	Movements & gestures	The speaker	Stiff or unnatural use of	The speaker's	No attempt was	
Poise, posture, eye	were purposeful and	maintained adequate	nonverbal behaviors.	posture, body	made to use body	
contact, and	enhanced the delivery of	posture and non-		language, and facial	movement or	
enthusiasm	the speech and did not	distracting movement	some discomfort	expressions	gestures to	
4.0	distract. Body language reflects comfort	during the speech.	interacting with audience. Limited use	Indicated a lack of	enhance the	
	interacting with audience	Some gestures were used. Facial	of gestures to reinforce	enthusiasm for the topic, Movements	message, No	
-	Facial expressions and		verbal message. Facial	were distracting.	interest or enthuslasm for the	
.]	body language	language sometimes	expressions and body	were distracting.	topic came through	
	consistently generated a	generated an interest	language are used to		in presentation.	
	strong interest and	and enthusiasm for the	try to generate		in procentation,	
	enthusiasm for the topic.	topic.	enthusiasm but seem			
			somewhat forced.			i j
	Delivery emphasizes and	Delivery helps to	Dellvery adequate.	Delivery quality	Many distracting	
Pronunciation**	enhances message.	enhance message.	Enunciation and	minimal. Regular	errors in	
and Grammar	Clear enunciation and	Clear enunciation and	pronunciation suitable.	verbal fillers (ex:	pronunciation	.
. 1	pronunciation. No vocal fillers (ex: "ahs."		Noticeable verbal fillers	"ahs," "uh/ums," or	and/or articulation.	_]
	"uh/ums," or "you-	vocal fillers (ex: "ahs," "uh/ums," or "you-	(ex: "ahs," "uh/ums," or "you-knows") present.	"you-knows")	Monotone or	
	knows"). Tone	knows"). Tone	Tone seemed	present, Delivery problems cause	Inappropriate	.
	heightened interest and	complemented the	inconsistent at times.	disruption to	variation of vocal characteristics.	
	complemented the verbal	verbal message	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	message.	Inconsistent with	
	message.				verbal message.	
				TAFALE	Points (135):	1000

^{*}Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

**Definition of Pronunciation – Act or manner of uttering officially

Judges. This will be a shortened version of their event speech, but it should highlight the important points & should a llow you to Hosa Prepared Speaking Guidelines (August 2019)

Score ALL of the rubric Mean Points.

Alabama SQE Rubric

PUBLIC HEATH – Judge's Rating Sheet Round 1

Section #		Level:	MS	SS	PS/Collegiate	· •
Team #:		Judge's Sigr			0, 00,10g,000	•
J. J. J. 1944		and the second second second		*		-
A. Aleas Evaluated	Excellent	Good -	Average a	a sa Fáir a s	Poor 4	AJUDGE
Evaluated						SCORE
A STATE OF THE STA				All the second second		
No partial points	Points for followi	ng Guidelines:	Silvania Mag cir	and otherward	الأسام ما ما	,,
are given in	☐ The presenta	ng Guidelines: ation addresses the annu	al topic Kriow Tale Di	1020 Stohobioi021	DELONE INVALOTOR A	įρικ"
Section A.	☐ Verification F	orm uploaded to Tallo by	EACH member of the tea	om (SS and PSC divisi	one only)	
All Items MUST be	☐ Reference pa	ige uploaded to Tallo by E	ACH member of the tear	n (SS and DSC divisio	one only)	
completed to receive		by of Verification Form and				
25 points.	School division	on only)	t izelelelice hade nindât	it to competition by the	team (ivildale	· ·
If any portion is					•	
missing, Section A is	and the second	en en en en en en en en en en en en en e	All or nothing:			
scored a 0		manager of the second	•,•			i
		· .	25 points		•	
For more information on the all/none points;				• • •		
please visit:	,		or	•		
http://www.hosa.org/ju			0 points			
dge dge		•	o points			1
The state of the s	The section of the		A STATE OF S		, e	
B. Presentation	Excellent	Good	Average	Sept (Fair with	Poor #4	JUDGE
Content	⊕ 10 points	8 points	6 points	4 points		SCORE
		T o bonne	Section 1	4 points	2 points	
1. Understanding of	The Public Health	The public health	The understanding	The public health	No evidence of	Te treate, to see a
issue/topic	issue/topic is clearly	issue/topic is stated	of the public health	issue/topic is not	understanding	
	defined and	and appropriate for	issue/topic is	clearly	of the public	
	streamlined into the	the presentation.	average and not fully	communicated	health issue or	i .
1 2	presentation. The	Understanding of the	threaded into the	throughout the	topic.] [
	team shared the complexity of the	Issue or topic is	presentation.	presentation.	_	i
1.00	public health issue.	lacking small details.	*.			
2. Importance of	The interpretation of	The interpretation of	The Information	The information	Information on	
information	the topic/issue was	the topic/issue was	presented was	presented	the topic/theme	
presented	presented in a highly-	well-received by the	presented in a way	provided a slight	was not	
	effective and	audience.	that somewhat	connection to the	presented in a	
	compelling manner		connected to the	topic/theme.	way that made	
	that reinforced the	,	topic/theme.		sense to the	
,	information gathered			ē	audience.	
3. Flow and logic of	on the topic. The team	The team mentions	The flow of the	The flow of the	Th	
content	demonstrated	the topic and its	content is somewhat	content is out of	There is no evidence of	.
	command of the topic	significance. The flow	choppy and	order and does	flow or logic	
	throughout the	is mostly smooth and	disjointed.	not make sense.	behind the]
	presentation, it flows	provides an informed			presented	
	in a logical, clear and	approach to the			content.	
	informed manner.	material. Proficient		·		•
•	Excellent transitions between speakers.	transitions between				
4. Engagement	The team actively	speakers.	The team attempted	The team all and	The to	·
3-3	engaged the	The team used	to engage audience	The team did not use any	The team did not capture the	
	audience with a well-	techniques to attempt	interest, but the	techniques to	attention of the	
	practiced and	to retain the interest	effort was	engage audience	audience.	į
·]	delivered opening	of the audience.	incomplete,	interest, or the		-
	and maintained the	• •	disorganized, or was	attempt was made		
,	attention of the		negated by poor	in an incoherent		
	audience throughout		dellvery.	and disorganized		·

Tudges: Competitors should submit a Youtube link with a video no move than minutes of their presentation. (each member)
HOSA Public Health Guidelines (October 2019)

			Caracan a responsibility of the	AND LOCATE THE PROPERTY OF		
	Excellent 15 points	Good 12 points	Average # 7	Fair 6 points	Poor 3 polints	UDGE SGORE
5. Effectiveness/	The presentation was	The presentation was	The presentation	Some of the	The	
Impact Was the presentation	extremely effective and convincing.	effective and appealing to judges,	was somewhat effective and	presentation lacked	presentation	
convincing? Do the	Judges absolutely	They are interested in	appealing. The	effectiveness and	lacked effectiveness	
Judges want to see	want to see the	seeing the team's full	judges might be	did not leave a	and failed to	
the team's full	team's full community	presentation.	Interested in seeing	strong impact on	make a strong	
community	presentation.		the full presentation,	the audience/	impact on the	
presentation?	•		but are having a hard time making up	judges.	audience. The	
they are the many things in the con-	Barrier Maille	Sign to any to	their mind.		judges do not want to see the	
	2 4 4 4 7 7 1 1 1	A bear in the thinks	uton timigs		full community	7 / 沙瓣
				200	presentation.	
C. Presentation	Excellent	Good Hills	Average - Average	, Fair	Poor	JUDGES
Delivery :	a (i	- 4 points	ali a 3 points	2 points	≠1 point	SCORE
1. Volce	Each speaker's voice	Engh enceker angle	Cook encelves sould	Most of the		A (7)
Pitch, tempo, volume,	was loud enough to	Each speaker spoke loudly and clearly	Each speaker could be heard most of the	speaker's voices	Judge had difficulty	l special
quality	hear. The speakers	enough to be	time. The speakers	were low. Judges	hearing and/or	
	varied rate & volume	understood. The	attempted to use	have difficulty	understanding	
	to enhance the	speakers varied rate	some variety in vocal	hearing the	much of the	
	speech. Appropriate	OR volume to enhance the speech.	quality, but not always successfully	presentation	speech due to	
, *	pausing was employed.	Pauses were	always successfully	,	low volume. Little variety in	
	osnipioy cu.	attempted.	•		rate or volume.	
2. Stage	Movements &	The speaker	Stiff or unnatural use	The encolors		
2. Stage Presence	gestures were	maintained adequate	of nonverbal	The speaker's posture, body	No attempt was made to use	
Poise, posture, eye	purposeful and	posture and non-	behaviors. Body	language, and	body	
contact, and	enhanced the delivery	distracting movement	language reflects	facial expressions	movement or	
enthusiasm	of the speech and did	during the speech.	some discomfort	indicated a lack of	gestures to	
	not distract. Body	Some gestures were	interacting with	enthusiasm for	enhance the	
	language reflects comfort interacting	used. Facial expressions and	audience, Limited	the topic.	message, No	j
, ,	with audience.	body language	use of gestures to reinforce verbal	Movements were distracting.	interest or enthusiasm for	
	Facial expressions	sometimes generated	message, Facial	uistrauting.	the topic came	
	and body language	an Interest and	expressions and	· ·	through in	
	consistently	enthusiasm for the	body language are		presentation.	
	generated a strong	topic.	used to try to			ļ · .
	interest and enthusiasm for the		generate enthusiasm but			
, .	topic.		seem somewhat			
	topioi		forced,			ŀ
3. Diction*,	Delivery emphasizes	Delivery helps to	Delivery adequate.	Delivery quality	Many	
Pronunciation	and enhances	enhance message.	Enunciation and	minimal. Regular	distracting	'
and Grammar	message. Clear enunciation and	Clear enunciation and pronunciation.	pronunciation	verbal fillers (ex:	errors in	
	pronunciation and	and pronunciation. Minimal vocal fillers	suitable. Noticeable verbal fillers (ex:	"ahs," "uh/ums," or "you-knows")	pronunciation and/or	
	vocal fillers (ex: "ahs,"	(ex: "ahs," "uh/ums,"	"ahs," "uh/ums," or	present, Delivery	articulation.	
	"uh/ums," or "you-	or "you-knows").	"you-knows")	problems cause	Monotone or	, ,
	knows"). Tone	Tone complemented	present. Tone	disruption to	Inappropriate	ļ ·
	heightened interest	the verbal message	seemed inconsistent	message.	variation of	1
	and complemented the verbal message.		at times.		vocal	
	nie sernai iliessane.		 	·	characteristics, Inconsistent	
	·				with verbal	ĺ
					message.	<u> </u>
4. Team	Excellent example of		The team worked	•	One team	
Participation	shared collaboration		together relatively		member	[· .
,	In the presentation of the project. Each		well. Some team members spoke		dominated the presentation.	
	team member spoke	•]	members spoke more than others		presentation.	1
	and carried equal		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,	
	parts of the project					
	presentation.					L
	以前的数型数据的 基本	allette tilker alle		A Total Po	ints (100): 🗐	



Alabama SQE Rubric

PUBLIC SERVICE ANNOUNCEMENT - Judge's Rating Sheet ROUND ONE - THE PSA

Competitor #			Judge's Sign	ature		
Team #			Division:	SS	PS/C	
A: Points for		idelines:				JUDGE SCORE
No partial points are given in Section A.	☐ PSA is no long beginning and	ger than 30 second end of PSA).	ds in length (not co	ounting optional pur	e black lead in	And fractions and the
All tems MUST be completed to receive 30 points.		The state of the s			te,	
	☐ PSA is on topi	c and in English.				1 22
If any portion is missing, Section A is scored a 0.		SA along with .pdf aded to Tallo (by I		per) by the publishe	Reference d deadline.	ed of
For more information on the all/none points, please visit:		•	All or nothing 30 points			
http://www.hosa.org/judge	1		or			
		to the second second	0 points			
B. TECHNICAL QUALITY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Exposure/Focus/ Color	Quality of exposure was excellent; the Images are sharp,	The quality of the exposure/focus was good, although a	The quality of the exposure was average, the	The quality of the exposure was basic, several images were	The quality of the exposure is poor. The PSA is often out of	
	in focus and the lighting is highly effective to	few shots were blurry or did not come across	lighting was good and most of the images came	blurry, or lighting was either too bright or too dark.		
	accurately tell the story.	clearly.	across clearly.			
2. Audio	Effective and balanced approach	The audio balance between	Average use of background music,	Audio levels were too loud or too soft.	The PSA included too much background	
	to sound throughout	background music	silence and	or picked up a great	noise and the	
	Judgement and	and speaking parts was effective. Good	speaking parts / were used to shape	deal of background noise which made it	message is not able to be understood due to	
	appropriate use of silence and	judgement and appropriate use of		difficult for the viewer	poor quality of the	
	music/audio to	slience and	didn't stand out one	to hear.	audio.	
	capture the message of the	music/audio to capture the	way or another or impact the overall			
	PSA.	message of the	message.			. _.
3. Editing /	Excellent use of	PSA. Editing between	The editing and	The editing was	The scenes have too	
clean transitions /	video effects;	scenes is strong,	transitions between	clunky.	much movement	
synchronization*	editing and transitions are clear	good transitions from scene to	slides is average.	Inappropriate transitions between	causing distraction from the message	
ł	and there is high	scene.		scenes.	The editing and	
	quality synchronization				transitions between scenes is poor.	
	between the sound and video content.		• .		aceries is pour.	
4. Camera Technique /	Excellent use of	Camera technique	The camera	Some evidence of	The camera technique	
Composition	capturing the composition of	is good and the composition of	technique is of average skill and	thoughtful camera technique but	was basic, front facing shots with no	
	movement and	scenes tell a story.	the composition	captured	evidence of intentional	•
	angles to make the story come to life.	Angles and movement could be	does not stand out to the viewer.	intermittently throughout the PSA.	composition of the angles of the camera	
	Advanced ability	captured in a way		Most scenes were	technique.	
	and unique perspective to allow	to make the story		filmed at a basic level.		
	the film to tell the	Come to mo botton.	·	164017		
	story,					

C. CONTENT	Excellent	Good &	Average	Fair	Poor	JUDGE
	10 points	⊍ 8 points∋.			2 points	SCORE
1. Effectiveness		The message of the	The message and	The effectiveness of	The message of the	C COMP C ASIA NE
	PSA did an extraordinary lob at	PSA did a good job capturing the	content captured the attention of the	the message needed more attention to	PSA was not effective	1
	captivating the	attention of the	audience, More	detail. The PSA	It did not capture the attention of the	
	attention of the	audience. The	could have been	could have done a	audience or deliver a	1
	audience and	message stood out	7 12 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	better Job at	critical message. The	·
	activating a clear message that	and evoked emotion. The PSA	emotion and share the content theme.	connecting to the audience and	content did not evoke emotion or relay	
	evokes emotion, It	was Interesting and	the content theme.		important information.]
	translates an	thoughtful.		message.		
	important message.	(√ ·				
2. Impact	The message is	The message is	The message of the	The impact of the	The PSA was not	
	highly impactful for	good but could	PSA was	message was not	impactful and did not	
	the target market	have a more	educational but did	communicated	encourage positive	
	and encourages a "call to action" in a	specific impact to the target market	not impact the audience to action.	clearly. The PSA did not inspire the		
	positive manner.	and could inspire	addience to action.	audience to action.	emotion by the viewer.	1
,		behavior change	1			
		slightly more				
3. Creativity and	The PSA is	effectively. The PSA is good.	The PSA provided	The creativity in the	No original thoughts	
Originality	extremely creative,	Creative messaging	an average amount	PSA was basic.	or creative concepts	
	clever and original.	and original content	of creativity and	Little originality was	were used in this	-
	Excellenti	were displayed.	orlginality.	included.	PSA.	İ
4. PSA leaves judges		Great job! The	Judge liked this	This PSA was okay,	Judge has seen	
wanting to know more	filming your next PSA? The judge is	judge wants to watch your next	PSA but may or may not be	but judge probably won't go looking for	enough.	14
	waiting on the edge	PSA.	interested in seeing	any more.		
	of their seat to see		more.		er er er	
Walter Division and a section of the section of	your next work!					
	Excellent	Good	Average	Fair 🚋	Poor	JUDGE SCORE
5. Realistic visual	基型 5 points Visual imagery was	4 points Most of the imagery	ં‰ે ઢે points An average amount	A fair amount of	The visual imagery	PARTIES.
Imagery provided	believable and	was realistic and	of realistic imagery	realistic visual	was not realistic.	
	realistic, and	believable.	was provided.	imagery was		
	enhanced the message being			provided.	·	
	portrayed.					i .
6. Talent	Actors were	The actors did a	The talent in regard	The actors could	The actors were not	
	extremely talented	good job delivering	to the actors was	have used more	believable in	
.	and delivered a message that was	a message that was believable and	average. The material seemed	rehearsing to create a more believable	delivering their	
	believable and	realistic.	forced.	a more pellevable product.	message. Much more effort needed.	
j	realistic.) । । । प्रमुख्याच्या		
	Professional-level		,			
	quality of talent was delivered.					
7. Writing	The word choices	The PSA did a	The words written	The writing displayed	The PSA writing was	
	and placement on	good job	in the PSA were	in the PSA was of	not appropriate or	. i
	screen were of high quality and	highlighting the written words to	mostly clear (small lettering, too many	fair quality. More focus and accuracy	accurate in the project delivery.	
	enhanced the	emphasis the	words, text hard to	needed, Spelling/	uelivery.	
	message. No	message. Few, if	read etc). More	grammatical errors		
	spelling/	any, spelling/	accuracy would	were distracting. $_{A}$		
	grammatical errors.	grammatical errors.	have enhanced the message.		, :	
		ing (injurity)	N. T. Tarakana na na na na na na na na na na na na			WV27W4H
				Total	Points (125):	
						115/15/20 115/15/20 115/15/20
	ALL DATE OF THE PARTY OF THE PA	A STATE OF THE PROPERTY OF THE PARTY OF THE	AND A STATE ASSESSMENT MANAGEMENT OF THE PROPERTY OF THE PROPE	er in the market has braken a second delike 1950325.	at the catalogical confession was been believing a feet	ACAMINES DESCRIPTION

^{*}Synchronization- the operation or activity of two or more things at the same time or rate,



Alabama SOE Rubric

Middle School ON V EXPLORING MEDICAL INNOVATION Judge's Rating Sheet

	Section #		J	udge's Signati	ıre			
	Team#	Division: MS						
		A Para Lar	(
	A SEVENTACINA MA	dical innovation						
							SCORE	
	No partial points are	A. Points fo	or following (Guidelines:			PACINE	
	given in Section A.	The state of the s		and the second of the second o	nd safaly stands on th	o toblo		
	All six items MUST	☐ Visual exhibit is no more than 48" wide x 24" deep and safely stands on the table ☐ Reference page is included in exhibit						
	be completed to	☐ Exhibit materials do not extend beyond the edge of the table.						
	receive 35 points.							
	IF	☐ Exhibit/equipment is safe and poses no hazards.						
4	If any portion is missing, Section A is	☐ Exhibit is in English.						
M.	scored a 0.	□ Nothing shown to judges except exhibit items.						
				All or nothing:	100			
	For more information						1	
	on the all/none points, please visit:			35 points		2.47	1	
	http://www.hosa.org/j		· •)			Y .	
	nqãe	<u>.</u>	and the state of t	or				
		,		0 points				
	Constitution of the Consti	Albert pater of the carbon as a second part to a second	T-					
•	B`EXHIBIT &	Excellent	- Good	Average	Fair Fair	Poor	JUDGE	
	PRESENTATION	15 points	: 12 points	9 points	6 points	🔒 3 points 👙	SCORE	
	CONTENT	Street Section County (197						
	1. Balance of Information	The content placed			There was a	There was a clear		
	between Exhibit and	between the exhibit and presentation	was good and effective between	seemed okay between information	somewhat imbalance of information	Imbalance of information shared.		
	Presentation	was balanced and	information shared	shared in the exhibit		Either the exhibit or		
		effective. Anyone	in the exhibit and	and Information	exhibit or the	the presentation		
		viewing the exhibit	information shared	shared in the	presentation had	had the majority of		
	÷	materials would be able to have a	in the presentation.	presentation, but judges were left with	more content than the other, which	the content, which made for an		
		general idea of the	1.0	a few questions	made It difficult to	ineffective overall		
		medical innovation	* *	unanswered in either	follow the overall	project.		
	÷	without having		the exhibit or	project.			
		someone there to speak about it. The		presentation.				
		content shared in	X					
		the presentation						
		added value to the						
		overall project. Overall, there was			, ·			
,		excellent balance						
(<i>y</i>	between Information	7. 4					
\	N / I	shared in the exhibit				. •		
7	-	and information shared in the		_				
		presentation.						
				the second of the second				
- [STANT GARAGE	≇ ∉Excellent	≒ Good table	Average :	Fair 📐 🐇	Poor	JUDGE	
		⊈ 5 points	4 põints	3 points	2 points	-1 points∜-	SCORE	
	2. Description of	The team provides	The team provides	The team provides	The description of	No description or of	THE STATE OF THE	
	Infrevation	an excellent	a good description	an average	the innovation does	the innovation was		
		description of the innevation, what it	of what the innovation is, what-	description of what the innovation is,	not describe what it is, does or how it is	provided.		
ļ	•	does and how it is	It does, and how it	what It does, and	is, does or now it is a			
		used. The Judges	is used. The judge	how it is used, but				
		can clearly visualize	has a few	the judge is left with				
		what it is.	unanswered	many unanswered	, ,			

HOSA Exploring Medical Innovation Guidelines (September 2019)

Judges: 2 minute Waximum You tube link video showasing
the innovation should be uploaded to Tallo

includes measurements

- explains innovation

NOT FOX SOX

ſ	(Texamiconomicos	Excellent	Good E		TOTAL CONTRACTOR CONTR	Total Commence	Juno-o-
		5 points	4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
-	3. Impact on Healthcare	The team provides a detailed and	The team provides good detail for how	An average	Little detail was	No description was	3,531,111,137
	Treatmoure \	relevant description	the medical	description for how the future of	provided on how the innovation has or will	provided on how the innovation will	
		for how the medical	innovation has or	healthcare will	change/impact	change/impact	
-	• \	innovation has or will change/impact	will change/impact	be/has been	healthcare,	healtheare.	
- 1		healthcare.	healthcare.	impacted by this innovation.			ľ
Ļ							ļ
	4. Why this Innovation?	Compelling examples of why the	The team provided	The team told the	The team attempted	The team was	
- 1	injoranom.	team shose this	of why they chose	story for why they chose their medical	to tell a story of the significance of	unable to connect the story for why	
		medical innovation	the medical	innovation but were	choosing their	they chose their	
		were given. Relevant and	innovation. Stories	unable to provide relevant examples to	medical innovation,	medical innovation.	
		engaging stones	a personal touch	bring the story to life.	but the revevance of the story fell short of		[.
- 1	1	were shared that	why the medical		expectation.		
		brought the presentation to life	Innovation was selected, but the				
		and made it clear to	wow-factor was				
-		the judges why this	missing,	. / .			
		was the innovation chosen by the team.		. /			
. [onedon by the team.			•	•	
1	5. History of the	Extensive history of	A history on the	A brief bistory was	Little history was	No history or details	
	Innovation	the creation of the innovation was	creation of the innovation was	provided on the creation of the	provided about the history of the	of how this innovation was	
ļ	**	provided and	provided, along with	ipnovation. Some	innovation, who	founded were	
	•	included rich details about its creator(s)	a description of who created it and how	details about the	created it or how it	provided.	
4		and how it was	it was discovered.	creator(s) and background of	was discovered.		
		discovered,		discovery was			
١.				provided.			•
	6. Benefits &	Benefits and	Benefits and	Benefits and	Benefits and	No mention of the	
'	Challenges	challenges associated with the	challenges were shared by the team.	challenges associated with the	challenges associated with the	benefits or	
	4	innovation were		innovation were	Innovation were	challenges of the innovation were	
ļ		highlighted in		shared but dit not go	briefly mentioned.	included.	,
		extensive detail by the team.		into great depth.		ā.	
L							
- 1 1	7. Cost	Detailed information about the cost of the	NA	Information was shared about the	NA	No relevant	
		innovation for the		snared about the cost of the innovation	\	information was shared about the	
		consumer and/or the		but judges were left		cost of the	. [
		healthgare system was shared.		with unanswered questions.		innovation.	1
L					\		
	3. Career mplications	Detailed information was shared about	Mostly relevant information was	Some Information	A fair amount of	No information was	
Ι'	p.ii.du.iidi.iid	how the innovation	shared about the	was shared about the career	Information was shared about the	shared about the career implications	1
	· /		career implications	implications of this	career implications of	of this innovation.	
1.		healthcare field and what practitioners /	of this innovation.	innovation.	this innovation but		ľ
1		consumers are	Y		more detail is needed to be	,	
		needed to Implement it. It is	4 4		relevant.	·	
	<i>[</i>	clear how and what	20 1 a	· · ·		\	
	/ /	healthcare careers		**	90.00		
1	_ / ` _	are affected by this innovation.		· -			
	/	iniovadon.					
	/		ļ	· ·		· /	
	·		•	·			i
ı	I	1	ı	ı		' ' '	

F-10-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1						
C. EXHIBIT	- Excellent	Good 📖	Average = 1	Fair _d , Jac	- Poor :	JUDGE
	10 points	8 points	∞ 6 points :	4 points	2 points	SCORE
1. Artistic Design	The artistic quality is	The artistic quality	The display	Basic levels of	The design is	人特色化的新数十分
ii iiiiolo zooigii	exceptional. The	is good; the artwork		artistic design are	simplistic and not	
	artwork is vibrant,	stands out. The	balanced design	incorporated into the		
" \	balanced, visually	design elements	choices, showcasing	display. Better	traumi appointigi	
	pleasing and pushes	seem to be well-	some artistic	design/color choices		
	the boundaries of	thought out and	features. Some of	should be		
	artistic expression.	comprehensive.	the design lacks	incorporated to		
	The design choices		artistic details that	assure the artwork		
*	take the display to		took away from the	on the display is		'
	the next level.		overall visual of the	pleasing to the eye,		
			display.			
2. Creativity /	The display	The display is	The display has	Basic elements of	Little creativity or	1
Originality	incorporates	innovative and	moderate levels of	creativity and	originality was	
	creativity and	creative. It offers	creativity and	innovation were	captured in the	İ.
	innovation that make		originality.	captured in this	display of this	
	it unique. The	but is missing the		health career	health care display.	
	display has the "wow-factor" and	wow-factor.		display. It blends in with the other	More effort needed.	
	stands out in the			competitors.		l .
·	room above all			competitors.		•
	others.	,	Į.	* . *		· ·
	211.0101			3		
3. Appearance /	The display is	Display is neat and	The display was	The display lacked	The display is	\vdash
Organization	exceptionally neat,	organized. The	basic and could use	organization and/or	elther too busy or	
	organized, and	content has a	more organization	contained several	lacks enough detail	
	error-free.	logical flow with	and thought to be	spelling errors. The	to support the	
·	Information is clearly	only minimal errors.	understood.	flow of Information	content.	,
	displayed and easy		· · ·	seemed to be out of		`.
	to understand and			order.		
	follow.			•	1	
				A CHARLET CONTRACTOR SOR GROUND		CARRIED TO SECTION
D . 111.	⊕-Excellent⊕#	i⊪ ii Good ≧//∦.	*** Average ***	Tair in a f	Poor a	JUDGE
PRESENTATION	5 points	4 points	. ∰3 points — i	2 points	1 points	SCORE
DELIVERY		學。對學學學學學	建设设施工程 77 亿			
1. Voice	The speaker's voice		The speaker could	The Speaker's voice	Judge had difficulty	
1	was loud enough to	loudly and clearly	be heard most of the	is low. Judges have	hearing and/or	
quality	hear. The speaker	enough to be	time. The speaker	difficulty hearing the	understanding	
	varied rate & volume	understood. The	attempted to use	presentation.	much of the speech	
	to enhance the		some variety in vocal	•	due to low volume.	· .
	speech. Appropriate	OR volume to	quality, but not		Little variety in rate	·
	pausing was	enhance the	always successfully.		or volume.	
	employed.	speech. Pauses were attempted.	•		·	
,		were arrembred.			:	
		•	[.	And the second		
0.04		71.	outra		None	ļ
2. Stage Presence	Movements &	The speaker	Stiff or unnatural use	The speaker's	No attempt was	[
Poise, posture, eye	gestures were	maintained	of nonverbal	posture, body	made to use body	
contact, and enthusiasm	purposeful and enhanced the	adequate posture and non-distracting	behaviers. Body language reflects	language, and facial expressions	movement or	
CHUIUSIASIN	delivery of the	movement during	some discomfort	expressions indicated a lack of	gestures to enhance the	1
	speech and did not	the speech. Some	interacting with	enthusiasm for the	message. No	
	distract, Body	gestures were	audience, Limited	topic, with the	interest or	
	language reflects	used. Facial	use of gestures to	speech, Movements	enthusiasm for the	
	comfort interacting	expressions and	reinforce verbal	were distracting.	topic came through	
	with audience	body language	message. Facial		in presentation.	,
	Facial expressions	sometimes	expressions and			
	and body language	generated an	body language are			
	onsistently	interest and	used to try to			
/	generated a strong	enthusiasm for the	generate enthusiasm			
/	interest and	topic.	but seem somewhat			
ı / I	enthusiasm for the		forced.			
<u>/ </u>			· · · · · · · · · · · · · · · · · · ·	_		
	topic.		·			



Ī). PRESENTATION	- Alexander amount of the contract of the cont	∄ 'Good -	Average	Fair "	Poor	JUDGE
4.	ELIVERY	5 points	. 4 points ⊣ :	3 points - ∴	2 points	1 points	SCORE
	3. Diction*,	Delivery emphasizes		Delivery adequate.	Delivery quality	Many distracting	
ı	Pronunclation** and Grammar	and enhances	enhance message.	Enunciation and	minimal. Regular	errors in	
	and Graniman	message. Clear enunciation and	Clear enunciation and pronunciation.	pronunciation suitable, Noticeable	verbal fillers (ex: "ahs," "uh/ums," or	pronunciation	
		pronunciation, No	Minimal vocal fillers		"you-knows")	and/or articulation, Monotone or	
-	. \	vocal fillers (ex.	(ex: "ahs,"	"ahs," "uh/ums," or	present, Delivery	inappropriate	
İ		"ahs," "uh/ums," or	"uh/ums," or "you-	"you-knows")	problems cause	variation of vocal	
		"you-knows"). Tone	knows"), Tone	present. Tone	disruption to	characteristics.	
- 1		heightened interest	complemented the	seemed inconsistent	message.	Inconsistent with	
1		and complemented the verbal message.	verbal message	at times,		verbal message.	
		ulo verbal tiessage.					
-	4. Team	Excellent example of	N/A	The team worked	N/A	One team member	
	Participation	shared collaboration		together relatively	/ ''''	dominated the	
-		in the presentation	\ · ·	well. Some team	,	presentation.	
İ		of the project. Each		members spoke			
	1.	team member spoke and carried equal		more than others.			•
-		parts of the project					1
- 1		presentation,			-	İ	
		•			•		
	5. Exhibit	The exhibit	The exhibit helped	The team did an	The exhibit	The exhibit seemed	
	Incorporated Into	enhanced the	tell the story of the	adequate job of	somewhat enhanced	to be an	
ノ	Presentation	messaging of the innovation and	innovation. It	using the exhibit to	the presentation on	"afterthought" to the	
		helped bring the	complemented the presentation	support the presentation.	the innovation yet seemed to miss key	presentation.	
		presentation to life.	effectively.	presentation.		There was a disconnect between	
		,	/		points of omprissis.	what was featured	
1			·			on the exhibit and	
			}	`		the presentation.	
Ŀ	6. Answered judge	The famous state of	÷, ,				
1		The team provided excellent answers to	The team answered the judge's	The team was able to answer most of	The team answered	The team had	·
	effectively.	judge's guestions,	questions	the questions	some of the questions but failed	trouble answering the judge's	
	•	shared important	accurately and	effectively, could	to expound∕on the	auestions. More	
1.	}	details and	provided some	have provided more	details of the medical	evidence is needed	ļ i
		maintained a high	important details	details regarding the	Innovation.	to demonstrate a	
		level of professionalism and	about the medical	Innovation process.		basic	
		professionalism and poise throughout the	innovation.			understanding of	
	/	presentation.		,		the medical innovation.	
					• •	irinavanon,	-
100			EDEN (EHLE) ALBANISE IV. Martin Edit (EDIT)				连续数
		en er en en en en en en en en en en en en en			Total F	Points (***):	思推進
iii.		Choice of words sen	10年11年1月2日	福建等的			基金标

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.
**Definition of Pronunciation – Act or manner of uttering officially

