

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	<ul style="list-style-type: none"> Proctor Agreements must be completed through the online form. Anyone that might proctor your students needs to complete an Agreement. <u>Proctors will receive an email near the testing window with detailed instructions.</u> 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: <ul style="list-style-type: none"> ONE competitive event per member PLUS the <i>Healthcare Issues Exam</i>, 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 POSTMARKED 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 7 th . 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
- Make sure your school computers can access the testing site:** <http://www.hosa.org/hosaconf>
 - (link will only be active during the testing window)
- 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
- Confirm your testing dates with your proctors and your testing sites (Suggestion: do not wait until the last day of the 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 must test at the same time**
 - For example: All medical terminology competitors must test on the same day, while medical spelling competitors can all be tested the next day
- 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 proctors with blank copy paper and BASIC calculators (not cell phones) for Medical Math competitors and blank copy paper for Extemporaneous Poster competitors.
- Assure that all students in competitive events requiring digital submissions have uploaded the required submissions to TALLO prior to the close of the SQE window.
 - Digital submission requirements for non-testing events are listed later in this packet
 - Check www.alabamahosa.org for SQE results. Qualifying numbers for each event are listed below.
- Use 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/>

Recheck all events for additional upload requirements before SLC

Public Health	<ul style="list-style-type: none"> • Upload a YouTube link to TALLO-<u>EACH MEMBER UPLOADS</u> <ul style="list-style-type: none"> ○ No more than 4 MINUTES ○ Follow round one directions in guidelines
* Extemporaneous Health Poster	<ul style="list-style-type: none"> • Upload a .jpg of the poster created to TALLO <ul style="list-style-type: none"> ○ Complete on letter sized copy paper ○ Proctor will provide 60 minutes after providing the topic ○ Topic is provided to proctor prior to testing week
Health Career Photography	<ul style="list-style-type: none"> • Upload a .jpg of TWO pictures to TALLO (3 will be required for SLC) • Upload a .pdf of the written description (use guideline instructions for the description) and permission forms for each of the submitted pictures to TALLO • Official portfolio is NOT needed for SQE.
* Job Seeking Skills	<ul style="list-style-type: none"> • Upload a pdf of resume and cover letter to TALLO
* Prepared Speaking	<ul style="list-style-type: none"> • 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 SLC. It should allow them to score the content, organization, and delivery as described on the score sheet.
Health Career Display	<ul style="list-style-type: none"> • Upload a pdf copy of the reference page • Upload a YouTube link to TALLO videoing the display- <u>EACH MEMBER UPLOADS</u> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Upload a YouTube link of the team describing their presentation to TALLO- <u>EACH MEMBER UPLOADS</u> <ul style="list-style-type: none"> ○ Cover the presentation content required in the guidelines ○ No more than 6 MINUTES • Upload a pdf of the Lesson Plan Narrative portion of the portfolio to TALLO- <u>EACH MEMBER UPLOADS</u> • PLEASE NOTE: FINALISTS WILL HAVE TO REVISE THIS SUBMISSION BEFORE SLC
Public Service Announcement	<ul style="list-style-type: none"> • Upload the PSA video YouTube link to TALLO- <u>EACH MEMBER UPLOADS</u> • Upload a pdf copy of the reference page- <u>EACH MEMBER UPLOADS</u>
Medical Innovation	<ul style="list-style-type: none"> • Upload a You Tube Link of a 60 second video demonstrating display measurements & reference page only for rubric scoring purposes- <u>EACH MEMBER UPLOADS</u> • Upload an additional YouTube link to TALLO under the correct event section- <u>EACH MEMBER UPLOADS</u> <ul style="list-style-type: none"> ○ 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/prototype 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 created. You can view a sample video here: https://www.youtube.com/watch?v=oNhiQHHdwoQ&feature=youtu.be
* MRC Partnership	<ul style="list-style-type: none"> • Upload a pdf of the HOSA/MRC Partnership Verification Form & Logistics Document: Section B (1-4) of 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 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	
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	
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 Jan. 8 for SLC award
Human Growth & Development	20	
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	10 teams	
Nursing Assisting	100	
Nutrition	20	
Outstanding HOSA Member	N/A (SLC event only, no limit)	
Outstanding State Leader	N/A (SLC event only, no limit)	
Pathophysiology	20	
Personal Care	N/A (SLC event only, no limit)	
Pharmacy Science	20	
Physical Therapy	30	
Prepared Speaking	20	
Public Health	10 teams	
PSA	10 teams	
Sports Medicine	40	
State Officer Test	10 STATE OFFICER CANDIDATES	Dec 12th or 13th 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 www.alabamahosa.org website and are invited to SLC where they will be recognized during the Recognition Session on Friday.
3. There will be NO SQE testing for special needs and recognition events – ALL entries attend SLC for the following events:

Outstanding HOSA Member/Leader	HOSA Spotlights (1 representative)	HOSA Happenings (1 representative)	Banner Parade (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. *Please schedule testing early in the window to allow for unexpected challenges.*
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 scroll bars 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	<ul style="list-style-type: none"> • Upload a YouTube link to TALLO -<u>EACH MEMBER SHOULD UPLOAD</u> <ul style="list-style-type: none"> ○ No more than 4 MINUTES ○ Follow round one directions in guidelines
* Extemporaneous Health Poster	<ul style="list-style-type: none"> • Upload a .jpg of the poster created to TALLO <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Upload a YouTube link to TALLO videoing the display-<u>EACH MEMBER SHOULD UPLOAD</u> <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Upload a YouTube link of the team describing their presentation to TALLO-<u>EACH MEMBER SHOULD UPLOAD</u> <ul style="list-style-type: none"> ○ Cover the presentation content required in the guidelines ○ No more than 6 MINUTES ○ Upload a pdf of the Lesson Plan Narrative portion of the portfolio to TALLO
* Exploring Medical Innovation	<ul style="list-style-type: none"> • Upload a YouTube link to TALLO under the correct event section- <u>EACH MEMBER SHOULD UPLOAD</u> • 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
TESTING EVENTS	<ul style="list-style-type: none"> • ALL Testing events will be completed using the National HOSA on-line testing system

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

(Revised 10/24/2019)

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



Alabama SQE Rubric

EXTEMPORANEOUS HEALTH POSTER – Judge’s Rating Sheet

Section # _____ Division: _____ MS _____ SS _____ PSC _____

Competitor # _____ Judge's Signature _____

	Excellent 20 points	Good 16 points	Average 12 points	Fair 8 points	Poor 4 points	JUDGE SCORE
A. Eye-catching / stands out in a crowd	The poster stands out from the other competitors and draws in the audience to want to learn more. It is unique, grabs your attention. You are intrigued and want to look more closely.	The poster is visually pleasing and eye-catching. The audience is intrigued and wants to know more.	Some aspects of the poster stand out. It is neat but lacks originality.	The poster does not stand out from the other submissions. It uses basic design principles.	The poster does not catch the viewer's eye and is not appealing.	
B. Contains a clear message on topic	The message of the poster is captured in a very clear and concise manner. Many relevant items from the supporting material in the secret topic are included.	The message of the poster is mostly clear and concise. Some relevant items from the supporting material of the secret topic are included.	The poster's message relates to the secret topic but lacks the supporting details and is not especially clear.	The message is off topic and lacks clarity. Minimal supporting materials are referenced from the secret topic.	The message is not clear. The artist missed the objective when demonstrating this topic.	
C. Impact the poster leaves on the audience	The poster leaves an impact on the audience, they learn something, are informed or called to action by viewing the poster. A sense of urgency to take action is felt by the audience.	The poster is informational and sends a message. The audience may be inspired to be "called to action" from viewing the poster.	Some impact is felt by the audience after viewing this poster.	Minimal impact is made by the audience viewing the poster.	No impact or call to action is felt by the audience after viewing the poster.	
D. Artistic Value / Artistic Skill	The poster is aesthetically pleasing, displays great use of color, texture, shapes and spacing. Artwork demonstrates the student has exceptional talent to express ideas through art. The coloring and lettering were captured in a unique way and built the design into the theme.	Lots of color variation, shapes, and appealing design. Shows the student spent time creating an artistic piece. Color and lettering were used effectively within the poster.	The poster is moderately appealing. There are a few different mediums showcased on the poster. The use of color and lettering was mostly effective on the poster design. Would like to see more variation.	The poster does not appeal to the audience in a significant way. Limited use of creative materials. Minimal color/shapes/ design. The artist used very little color variation on the poster. The message is lost in the basic design or choice of font.	Artistic skill lacks execution and overall aesthetics. Appearance is messy, lacks color and texture, and/or effort.	
E. Overall appearance, neat, attractive, & correct spelling	Not only is the artwork original, the design is high quality, unique and the ability to connect to the topic is creative. The competitor added information above what was required from the event criteria. Writing is neat and professional, and free from spelling errors.	The poster is attractive and looks professional. The design connects to the topic and includes relevant information. Writing is legible, and minimal spelling errors are observed.	The poster includes mostly relevant information and generally neat in appearance. Minimal spelling error(s) and/or attention to detail may reduce overall score.	The poster needs more attention to detail. It looks as if it was prepared in a rush. A few spelling errors are present.	The poster is not formulated clearly, the content is hard to understand. A lack of effort was put into this poster. Multiple spelling errors are present.	
Total Points (100)						

- Complete on letter sized copy paper 8 1/2 x 11
- 60 minutes allowed time
- Upload to TALLO

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EXTEMPORANEOUS HEALTH POSTER
Competitor Equipment Check Sheet

Competitor # _____ Division: _____ MS _____ SS _____ PSC

Competitors are expected to provide supplies appropriate to their preferred art medium.
These are limited to:

- Art spray fixative or non-scented hairspray
- Chalk
- Charcoal
- Colored markers
- Crayons
- Erasers
- Ink pens
- Instruments used for drawing arcs, angles and curves (For example: T-square, protractor)
- Paper Towels/ sponges
- Pastels
- Pencils of any type/color
- Pencil sharpener (must remain intact)
- Ruler
- Wet Wipes
- White Out

- There are NO potentially hazardous materials
- Competitor is in official HOSA uniform, proper business attire, medical scrubs, or polo and khakis.
- Competitor showed proper Photo ID

Checked by: _____
(Event Personnel Initials) (Print Name)

2

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

Section # _____ Judge's Signature _____
 Team # _____ Division: MS _____ SS _____ PS/Collegiate _____

A. Health Career Display – Round 1 <i>* If any item in section A is not visible in the video, this section's score is zero!</i>						JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All seven items MUST be completed to receive 25 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p>	<p>A. Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display is no more than 36" high x 48" wide x 24" deep, with board made of foam or corrugated cardboard. <input type="checkbox"/> Power is NOT used (electric, battery, etc...). <input type="checkbox"/> Display reflects a health career or a cluster of related health careers. <input type="checkbox"/> Includes Reference Page on back of display. <input type="checkbox"/> Reference Page is uploaded to Tallo by each team member by published deadline. (SS & PSC divisions only) <input type="checkbox"/> Display/equipment is safe and poses no hazards. <input type="checkbox"/> Display is in English and contains competitor names, chapter and division on the back side for identification. <p style="text-align: center;">All or nothing: 25 points</p> <p style="text-align: center;">or</p> <p style="text-align: center;">0 points</p>					
B. Overview	Excellent 20 points	Good 16 points	Average 12 points	Fair 8 points	Poor 4 points	JUDGE SCORE
1. Career Overview	Display provides an exceptional representation of the researched career / career cluster. Information is accurate, current, and presented in a logical manner.	The content of the display is mostly clear. Ideas are sequenced in a logical manner. The display provides information that describes the career / career cluster.	The information on the display is somewhat vague and does not clearly define the career/cluster.	The sequencing of ideas throughout the display is unclear. The display includes little information with limited data to support the career or career cluster.	Information on the display is unclear and does not provide understanding of the career or career cluster.	
C. Career Information Includes:	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Job responsibilities	Detailed information on the job responsibilities is given along with an excellent description of five or more tasks specific to the health career.	Job responsibilities were provided. Good information on the job description were given with four specific tasks described.	A description of the job was provided. Three specific tasks were described.	A brief mention of the job responsibilities was given, and only one to two specific tasks were described.	No mention of job responsibilities or tasks associated with the job were provided.	
2. Education requirements	Detailed and thorough description of the educational requirements with information on any degrees with courses, certificates, licenses, or other special requirements. Estimated time required to complete requirement is also given.	There is a description of the educational requirements. It provides information on any degrees, certificates, licenses, or other special requirements.	There is a short description of the educational requirements.	There is an incomplete description of the educational requirements.	There is no description of the educational requirements.	

① HOSA Health Career Display Guidelines (August 2019)
 Judges: YouTube video (2 min or less) should not contain any verbal communication & should clearly show all bulleted items on the rubric. Page 8 of 11

C. Career Info Includes:	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
3. Entry level salary at the local/ national/ global level	A detailed and accurate description of the salary and wage information for this career is provided at the local, national and global levels. The team provides the yearly, monthly, and hourly rate for this position. Opportunities for advancement and future earnings are provided.	Salary at the local/ national/ global level is provided in the display along with a brief summary of the wage details.	A description of the salary range for this career is provided without specific details.	There is a vague description of the salary range for this career/cluster.	There is no description of the salary range for this career.	
4. Benefits/ challenges associated with this career	The display effectively highlights five or more benefits and challenges associated with this career.	The display shares highlights of four benefits or challenges commonly associated with this career.	The display describes three benefits or challenges with the career/ cluster.	The display mentions one or two benefits or challenges of the specific career or career cluster.	There was no mention of benefits or challenges with the career.	
5. Additional relevant career information Can discuss details/traits including (but not limited to): Career environment, technological needs, work schedule, personal characteristics, etc).	The display features five or more additional relevant details associated with the career/ career cluster.	The display features four additional details related to the career or career cluster.	The display features three additional details relevant to the career.	The display shares two additional details about the career.	No additional information on the career/career cluster was provided.	
D. Display Visuals	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
1. Artistic Design	The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.	The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.	The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.	Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye.	The design is simplistic and not visually appealing.	
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
2. Creativity and Originality	The display incorporates creativity and innovation that make it unique. The display has the "wow-factor" and stands out in the room above all others.	The display is innovative and creative. It offers something unique but is missing the wow-factor.	The display has moderate levels of creativity and originality.	Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.	Little creativity or originality was captured in the display of this health care display. More effort needed.	
3. Appearance / Organization	The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.	Display is neat and organized. The content has a logical flow with only minimal errors.	The display was basic and could use more organization and thought to be understood.	The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.	The display is either too busy or lacks enough detail to support the content.	
Total Points (105):						

2

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

Section # _____ Division: _____ SS _____ PS/C _____
Competitor # _____ Judge's Signature _____

A. FOLLOWING GUIDELINES	Excellent	Good	Average	Fair	Poor	JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>FOUR</p> <p>All three items MUST be completed to receive 45 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p>	<p>Points for following Guidelines:</p> <p>_____ Tallo upload only!</p> <p><input type="checkbox"/> Photos DO NOT include graphics, backgrounds, or other elements added to them in accordance with rule #5.</p> <p><input type="checkbox"/> A .jpg copy of EACH photo with signed permission forms and narratives were uploaded to Tallo by the published deadline. - 2 photos required for SQE</p> <p>_____</p> <p><input type="checkbox"/> Narrative description (one page only) is included for each photo (NOT in a sheet protector) 2 narratives in pdf format</p> <p><input type="checkbox"/> Permission forms for facility/subject are included for each photo (NOT in a sheet protector)</p> <p>_____</p> <p>All or nothing: 45 points or 0 points</p>					
B. PURPOSE	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
<p>two</p> <p>The pictures must be of two two different health professionals in two two different fields (ie, nursing / pharmacy / physical therapy, NOT dentist / dental hygienist / dental assistant).</p>	<p>2 photos submitted that highlight 3 different health career fields.</p>	<p>2 photos submitted that highlight 2 different health career fields.</p>	<p>2 photos submitted that highlight the same health career field.</p>	<p>Only 1 photo submitted</p> <p>Only 1 photo submitted</p>	<p>No photo photo submitted</p> <p>No photo submitted</p>	
<p>*Judges – remember the purpose of this event is to encourage competitors to explore and analyze different health careers through the medium of photography. Three photos all of the same profession/field don't expand the competitor's perspective very much. Use your best judgement if the three two photos used align with the event's overall purpose.</p>						
C. PHOTO #1	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Focus of occupation within the photo	A clear center of interest is captured in the photo with a clearly defined subject (health professional) performing an aspect of their job. The health professional is clearly visible and identifiable in the photo.	The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.	The photo highlights an individual in a health career but the career is not easily defined.	The photo is of a health career but does not focus on the individual performing the occupation.	The photo does not capture a health professional performing functions of their job. The career in this photo is unclear.	
2. Originality of photo	The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation "to life" through its imagery.	The photo is a unique image and brings the occupation to life. The "wow-factor" is missing.	The photo is creative but falls short of a unique and original presentation.	The photo has a limited amount of creativity. It does not spark emotion by viewing.	The photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.	

C. PHOTO #1	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
3. Narrative Description	The competitor describes the experience of how the photo was taken in detail and brings the scenario to life. No spelling errors.	A positive description of the experience was captured. A creative description was offered. 1-2 spelling errors	The description of the photo was average and does not leave the reader wanting to know more. 3-4 spelling errors	The description of the photo is basic and does not provide context to the competitor's experience. 5+ spelling errors	No description of the photo was provided.	
4. Proper exposure / framing Exposure = "The amount of light which reaches your camera sensor or film"	The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer's eye is drawn to the subject of the photo.	The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to be pleasing to the eye.	The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.	The photo is slightly out of focus, the exposure and/or framing is slightly off.	The image in the photo is not properly framed. The exposure is out of focus, there is no focal center.	
D. PHOTO #2	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Focus of occupation within the photo	A clear center of interest is captured in the photo with a clearly defined subject (health professional) performing an aspect of their job. The health professional is clearly visible and identifiable in the photo.	The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.	The photo highlights an individual in a health career but the career is not easily defined.	The photo is of a health career but does not focus on the individual performing the occupation.	The photo does not capture a health professional performing functions of their job. The career in this photo is unclear.	
2. Originality of photo.	The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation "to life" through its imagery.	The photo is a unique image and brings the occupation to life. The "wow-factor" is missing.	The photo is creative but falls short of a unique and original presentation.	The photo has a limited amount of creativity. It does not spark emotion by viewing.	The photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.	
3. Narrative Description	The competitor describes the experience of how the photo was taken in detail and brings the scenario to life. No spelling errors.	A positive description of the experience was captured. A creative description was offered. 1-2 spelling errors	The description of the photo was average and does not leave the reader wanting to know more. 3-4 spelling errors	The description of the photo is basic and does not provide context to the competitor's experience. 5+ spelling errors	No description of the photo was provided.	
4. Proper exposure / framing Exposure = "The amount of light which reaches your camera sensor or film"	The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer's eye is drawn to the subject of the photo.	The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to be pleasing to the eye.	The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.	The photo is slightly out of focus, the exposure and/or framing is slightly off.	The image in the photo is not properly framed. The exposure is out of focus, there is no focal center.	

	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Focus of occupation within the photo	A clear center of interest is captured in the photo with a clearly defined subject (health professional) performing an aspect of their job. The health professional is clearly visible and identifiable in the photo.	The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.	The photo highlights an individual in a health career but the career is not easily defined.	The photo is of a health career but does not focus on the individual performing the occupation.	The photo does not capture a health professional performing functions of their job. The career in this photo is unclear.	
2. Originality of photo	The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation "to life" through its imagery.	The photo is a unique image and brings the occupation to life. The "wow-factor" is missing.	The photo is creative but falls short of a unique and original presentation.	The photo has a limited amount of creativity. It does not spark emotion by viewing.	The photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.	
3. Narrative Description	The competitor describes the experience of how the photo was taken in detail and brings the scenario to life. No spelling errors.	A positive description of the experience was captured. A creative description was offered. 1-2 spelling errors.	The description of the photo was average and does not leave the reader wanting to know more. 3-4 spelling errors	The description of the photo is basic and does not provide context to the competitor's experience. 5+ spelling errors	No description of the photo was provided.	
4. Proper exposure / framing Exposure = "The amount of light which reaches your camera sensor or film"	The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer's eye is drawn to the subject of the photo.	The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to be pleasing to the eye.	The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.	The photo is slightly out of focus, the exposure and/or framing is slightly off.	The image in the photo is not properly framed. The exposure is out of focus, there is no focal center.	
Total Points (140):						

NOT Required SEE

140

3

HEALTH EDUCATION – Judge’s Rating Sheet

Section # _____
 Team # _____

Judge’s Signature _____
 Division: MS _____ SS _____ PS/Collegiate _____

Items Evaluated						JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All SEVEN items MUST be completed to receive 30 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p>	<p>A. Points for following Guidelines:</p> <p><input type="checkbox"/> Official HOSA portfolio used, numbered pages not exceeding max (32), in English.</p> <p><input type="checkbox"/> Two (2) plain paper copies of portfolio, matching original portfolio, are submitted.</p> <p><input type="checkbox"/> Reference page is included in portfolio.</p> <p><input type="checkbox"/> Title Page – Event Name, Title of lesson, age or grade level of target audience, number of participants in the target audience, team member names, HOSA chapter (name/number, and division), school and state/country. One page only.</p> <p><input type="checkbox"/> NO sheet protectors, page dividers or lamination used.</p> <p><input type="checkbox"/> A .pdf of the portfolio was uploaded to Tallo (by EACH team member) by the published deadline (SS & PSC divisions only).</p> <p><input type="checkbox"/> Nothing except portfolio shown to judges</p> <p style="text-align: center;">All or nothing: 30 points or 0 points</p>					
	<p><i>Not For SQE</i></p>					
B. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
<p><i>SQE</i></p> <p>1. Lesson Plan Narrative</p>	Narrative provides an outstanding description of the goal of the lesson, thoroughly outlining the instruction plan.	Narrative provides a good description of the goal of the lesson, mostly outlining the instruction plan.	Narrative provides an adequate description of the goal of the lesson, fairly outlining the instruction plan.	The narrative somewhat describes the lesson plan goal and plan for instruction.	The lesson plan narrative does not provide a description of the goal or plan for instruction.	
2. Supportive Information	A detailed overview of supportive information (data and research) is provided on the selected topic. The supportive information includes at least 4 reliable sources.	The supportive information provided is good. At least 3 reliable sources are used.	The portfolio provides some supportive information. At least 2 reliable sources are used.	Very little supportive information is provided on the selected topic. Only one source is used.	No supportive information is provided about the selected topic.	
3. Lesson Outline	The lesson was clearly defined with key elements, a timed outline, and a detailed explanation of the execution of the lesson. Clear evidence of the lesson (such as photographs of the lesson) is provided. The evidence provided shows the lesson had a strong opening, delivery and closing.	The timed outline provides explanation of the lesson format. Some photos or other details are provided to bring the instructional presentation to life.	The lesson outline adequately defines the details of the elements of the lesson.	Little evidence of a lesson plan outline is provided.	No outline is included in the lesson outline. No photographs or evidence of the instructional presentation were included.	

NOT FOR SQE

• portfolio will not be scored for SQE
 • Topic must be health related & an original creation

should be uploaded by all members to Tallo describing their presentation
 • A pdf of the lesson plan narrative portion should be uploaded also.

B. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
4. Materials	Exceptional examples of teaching materials (such as lesson handouts, scripts, worksheets, multimedia printouts, etc.) are showcased in this portfolio that highlight the quality of instruction provided during this lesson.	The lesson plan materials are good quality. They add value to the portfolio.	The materials developed for this lesson are average. They have a basic level of quality.	The lesson plan materials need extra attention to make them average quality.	The lesson plan materials were poor quality and did not enhance the portfolio.	
5. Feedback Tools	Exceptional examples of lesson feedback tools (such as tests, written evaluations, surveys, or other items to evaluate audience learning) are showcased in the portfolio and provided feedback from audience members.	Good examples of lesson feedback tools are provided in the portfolio.	The examples used to provide feedback were average and could use more attention to detail.	The feedback tools used to evaluate lesson plans were not effective.	No feedback tools were provided.	
6. Spelling, grammar, punctuation, neatness	There are no spelling or grammatical errors throughout the entire portfolio. The portfolio is very neat and presentable.	There are a few minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. The portfolio is neat, with only minor examples where the pages could be better organized.	There is a mix of good spelling and poor spelling or proper grammar and improper grammar. The portfolio is presentable, although some pages appear to be cluttered or busy.	There are either several misspellings or there is very little correct grammar present in the portfolio. Portfolio needs more organization or attention to detail.	There are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
C. Presentation to Judges: Project and Process	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Objectives / accomplishments of project	The activities used in this lesson were detailed with clear objectives and several accomplishments were highlighted in the presentation.	The activities used in this lesson were mostly clear; objectives and accomplishments were highlighted.	The objectives and accomplishments in this lesson were somewhat highlighted in this presentation.	The objectives were somewhat clear, little demonstration of accomplishments was evident in the presentation.	The objectives in this lesson were not clear and there was little evidence of accomplishments made throughout the presentation.	
2. Inclusion of media/software	The team effectively described the inclusion of original and/or appropriate media / software in the presentation.	N/A	The team attempted to describe the original and /or appropriate media / software. More attention to detail is needed to be effective.	N/A	The team did not describe the use of media or software to support their presentation.	

Not for SAFE

SAFE

②

SOE

D. Quality of the Lesson	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Health related	Lesson is health related.	N/A	N/A	N/A	Lesson is not health related.	
2. Meaningful, relevant, importance to audience	Lesson is exceptionally meaningful, relevant, and important for the audience. The topic is vital for this audience to know!	The lesson is relevant and important for the audience. The topic is beneficial for the audience.	The lesson offers some meaningful and important content but it is unclear if this topic is beneficial to the audience or not.	There is little value connected to this lesson for the audience.	The lesson is not relevant and does not hold a sense of importance to the audience. The topic in no way connects to the audience.	
3. Engaging, interesting	The lesson is extremely engaging and will captivate the interest of the audience.	The lesson is engaging and interesting to the audience.	Some of the lesson is engaging and considered moderately interesting by the audience.	The lesson is slightly engaging to the audience	The lesson does not appear to be engaging. More effort needed to hold the interest of the audience.	
4. Appropriateness to targeted audience	The quality of instruction was appropriate for the age of the audience. Much thought and consideration went into the instruction to assure the content would be well-received.	Instruction was appropriate to targeted audience.	The instruction was moderately age-appropriate to the targeted audience.	Instruction was slightly appropriate for the targeted audience.	The instruction was inappropriate for the targeted audience.	
5. Lesson creativity and originality	The lesson is highly creative, original, and incorporates real and authentic learning.	The lesson is unique and original in content.	The lesson plan was mostly creative and only somewhat original in content.	The lesson was fairly creative but lacked original content.	The lesson lacked creativity and originality. More effort needed to connect with your audience.	
D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully.	Most of the speaker's voices were low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and 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 topic.	The speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body 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 enthusiasm but seem somewhat forced.	Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

SOE

3

SQE

D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
3. Diction*, Pronunciation** & Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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. 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.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
Total Points ⁶⁰ (15):						

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

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

SQE

4

JOB SEEKING SKILLS – Judge’s Rating Sheet

Section # _____ Judge’s Signature _____
 Competitor # _____ Division _____ SS _____ PSC _____

Items Evaluated						JUDGE SCORE	
A. No partial points are given in Section A 3 All the items MUST be completed to receive 35 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		Points for following Guidelines: <input type="checkbox"/> Cover letter and resume are one page each <input type="checkbox"/> Cover letter and resume are uploaded to Tallo by the published deadline _____ <input type="checkbox"/> Submitted in English _____ All or nothing: 35 points OR 0 points				JUDGE SCORE	
B. Cover Letter		Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Organization		Letter includes an organized introduction, body and conclusion paragraph. There is a proper salutation at the greeting with a precise contact name. The entire cover letter amounts to no more than one page in length.	Most of the organization is appropriate, but there are a few minor tweaks that could be made to make the cover letter flow better to the viewer.	Some of the organization is correct, but there are a couple major problems that are rather distracting to the viewer.	An attempt was made to organize the cover letter, but there are still significant problems that distract the viewer from reading it from top to bottom.	The cover letter has little to no organization, which could mean inconsistent fonts, no separation of paragraphs, or improper ordering of topics.	JUDGE SCORE
2. Content		The content within the main parts of the cover letter includes the necessary information about the candidate (qualifications and strengths that pertain to the job, how they found the job, and how they will impact the company in the future). It makes for a great introduction to the resume.	A few minor pieces of content are missing that are crucial to make the cover letter top-notch.	A lot of the information is present, but a few major, relevant pieces are missing.	There are significant parts of the cover letter that are missing or are inserted improperly.	There is little to no content present in the cover letter. No effort was put forth in order to include the necessary information. It is missing all or almost all of the needed information about how they qualify for the job and their strengths pertaining to it, how they found the job, why they will be a good fit with the company.	
3. Neatness, spelling, grammar		There are no spelling or grammatical errors throughout the entire cover letter.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the cover letter.	There are 5-6 spelling or grammatical errors present in the cover letter.	There are 7 or more spelling or grammatical errors in the cover letter.	

①

C. Resume	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Content/organization The resume requirements include: <ul style="list-style-type: none"> • Personal information in the heading • Clearly stated career objective • Education • Work Experience • Activities and awards 	The candidate includes all five of the required components of the resume and organizes the document in a legible and professional manner. The resume flows smoothly, and action verbs are used to describe the candidate's strengths.	The candidate includes four of the five required content areas of the resume. The resume flows smoothly but lacks description of experience that allows the interviewer to gain a clear picture of the employment and educational history.	The candidate includes three of the five required content areas of the resume. Some action verbs were used to describe the candidate's strengths. Fair level of organization throughout the resume.	The required components may be included, but do not provide a clear description of the candidate's work or employment history. Little detail is provided.	The resume does not flow or have experience documented that would relate the candidate to the position	
Resume	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
2. Neatness, spelling, grammar	There are no spelling or grammar errors throughout the entire resume.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the resume.	There are 5-6 spelling or grammatical errors present in the resume.	There are 7 or more spelling or grammatical errors in the resume.	
D. Job Application	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Neatness, spelling, grammar, and completeness	The job application is filled out neatly and free of spelling or grammatical errors. Judge has a strong sense of how qualified this candidate is from the thorough and complete application.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. Judge has a solid idea of how qualified the candidate is from the application.	The candidate put some effort into using correct grammar, but 3-4 mistakes were made. The candidate did not proofread to ensure correctness. Judge thinks they may understand the qualifications of the candidate from the application.	There are 5-6 misspellings or grammatical errors present in the job application. The handwriting on the application is hard to read. Judge isn't entirely sure how qualified the candidate is due to important information missing on the application.	There are 7 or more grammatical or spelling errors in the job application. The candidate may have used text language or ignored the rules of capitalization and punctuation. Judge has no idea how qualified the candidate is because too much of the application is blank or irrelevant.	
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
2. Reflects job competitor is qualified to hold	Candidate included work and school experiences that were relevant to the job they were seeking. Student was creative with experiences to make application stand out among the rest.	Candidate included personal achievements and interests, but experiences did not stand out from other competitors.	Candidate included some work or school experience but did not try to relate it to the job they were applying for.	Candidate listed minimal school or work experience but seemed incomplete.	Candidate did not attempt to include any relevant work or school experience.	

Not for SQE

2

Not for SEE

Interview	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Introduction/first Impression	Greeting is excellent, shook hands and engaged professionally with the interview upon arrival. Great first impression!	Greeting is good, handshake was appropriate but didn't stand out amongst competition.	Greeting is appropriate, but didn't shake hands or didn't shake hands correctly, conversation is appropriate.	Average greeting did not shake hands with interviewer, conversation is not engaging or there was no conversation.	Poor first Impression. Candidate did not shake hands or try to engage with the interviewers.	
2. Content of answers Interviewers are looking for answers to the following criteria: <ul style="list-style-type: none"> • Candidate shows willingness to volunteer information • Responds appropriately to every question. • Relates strengths and skills for the job. • Sounds professional in choice of vocabulary and description of personal strengths. • Knowledgeable about the position and includes key roles and responsibilities as part of the answers. 	The candidate showcased each of the five criteria in their answers with ease and conviction. The responses left the interviewers wanting to know more about the experiences, strengths and skillsets of the candidate.	Most questions were answered honestly and thoughtfully using professional language and tone. The candidate covers 4 of the 5 interview answer criteria.	The candidate covers 3 of the 5 interview answer criteria but does not provide a clear picture of their work experience or strengths.	Some questions were answered thoughtfully using professional language. The interview was underwhelming. Covers 2 or fewer of the 5 interview criteria.	Most questions were answered inappropriately, didn't elaborate on answers Covers 2 or fewer of the 5 interview criteria.	
3. Confidence, maturity, enthusiasm	Candidate exhibited confidence throughout their interview. Genuine excitement for the pending position and conducted themselves with maturity. They would make a great employee!	The candidate was confident but not convincing. They were excited for the pending position but need a little more polish to be offered the position.	The candidate exhibited some level of confidence in his/her interviewing ability but seemed a little nervous.	The candidate appeared to be nervous and anxious about the interview. It was evident they were excited to be here; they just need more practice with interviews.	The candidate's nerves got the best of them. They were not able to showcase their best work in the interview. Keep trying!	
4. Knowledge of Position Applied For	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 and understanding.	The candidate was mostly knowledgeable of the skills related to the job. They had researched the company and were able to answer most questions.	Student somewhat prepared with company research. Answered some of the questions from the interviewer. Some confidence	Student wasn't aware of the position they were hiring for. They were unable to answer questions asked by the interviewer.	Student lacks preparedness of company research. Lacks confidence in speaking with the interviewer.	

3

Not for SGE

Interview	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
5. Closing	Candidate asked 2-3 questions that were relevant to the position, maintained composure throughout the interview, thanked the judges and shook hands as they departed.	Candidate asked 1-2 relevant questions about the position. They remained professional throughout the interview.	Candidate asked a question about the position that may or may not have been relevant to the position or that was already addressed in the interview.	The candidate did not ask a question, or the question asked was not relevant to the position. They did not shake hands or thank the interviewer.	Interview candidate did not ask any questions, did not maintain composure throughout the interview and forgot to thank the judges at the end of the interview.	
General Characteristics	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. *Diction and **articulation	The candidate speaks clearly, enunciates words. Clear, crisp speech which is easy to hear and understand.	The candidate enunciates most words clearly and is easily understood.	The candidate speaks clearly, minimal instances when they mumble or do not enunciate their words.	The candidate mumbles some of the time and speaks at a low volume. The interviewer must ask the candidate to repeat themselves.	Candidate mumbles, speaks softly, and is hard to hear. Interviewer is unable to hear or understand all or part of the responses to the interview questions.	
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
2. Eye contact, poise and posture	The candidate displays comfortable eye contact, displays confidence in their demeanor; sits up straight throughout interview.	The candidate makes eye contact most of the time, sits up straight and conducts themselves with confidence.	The candidate displays some eye contact but looks down or to the side of the interviewers.	The candidate makes limited eye contact and does not display good posture.	The candidate does not make eye contact with the judges. They slouch during the interview.	
Total Points (65):						65

*Diction – choice of words especially about correctness, clearness, or effectiveness

**Articulation - the act of giving utterance or expression

(4)

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

Section # _____ Judge's Signature _____
 Team # _____ Division: SS _____ PS/Collegiate _____

A. Medical Innovation – The Innovation Exhibit – Round 1						JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All SEVEN items MUST be completed to receive 25 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p>	<p>A. Points for following Guidelines:</p> <p><input type="checkbox"/> Exhibit is no more than 48" wide x 24" deep and safely stands on own on the table.</p> <p><input type="checkbox"/> Reference page is included in exhibit.</p> <p><input type="checkbox"/> Video link & reference page uploaded to Tallo by each team member, by deadline.</p> <p><input type="checkbox"/> Exhibit materials do not extend beyond the edge of the table.</p> <p><input type="checkbox"/> Exhibit/equipment is safe and poses no hazards.</p> <p><input type="checkbox"/> Exhibit is in English.</p> <p><input type="checkbox"/> A prototype is included.</p> <p align="center">All or nothing:</p> <p align="center">25 points</p> <p align="center">or</p> <p align="center">0 points</p>					
	<p align="right">} 60 sec video - 60 sec video</p>					
B. EXHIBIT CONTENT	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
1. Innovation Design	The quality of design of the innovation is exceptional. The unique design is comprehensive and original. The design pushes the boundaries of originality and takes innovation to the next level.	The Innovation consists of mostly original design. The information appears to be well-designed and comprehensive.	The design Innovation is moderately original showcasing some unique features. Some of the design lacked details that took away from the overall comprehension of the innovation	Information on the design seem to be missing key elements. More information is needed for the design innovation to be effective.	The design is simplistic and does not offer an original approach to the content. Components of the design appear to be missing and judges are left with more questions than answers.	
2. Innovation Impact / Relevance	The relevance of this medical innovation is significant and timely. This product/process definitely has the potential to positively impact the future of healthcare, increase the quality of life or reduce healthcare costs.	This medical innovation exhibits promising indicators of having a positive impact on the future of healthcare but may or may not significantly affect quality of life or reduction of care costs.	This innovation suggests a minimal impact on the future of the healthcare industry, improvement of quality of life or reducing healthcare costs.	The impact on the healthcare industry by improving quality of life or reducing healthcare costs is questionable at best.	This design is already in existence or does not add value to the global healthcare market.	
3. Content / Information	Content is written clearly and concisely with a logical sequence of ideas and supporting information. The exhibit gives the audience a clear understanding of the innovation. Information is accurate and current.	The content is mostly clear, and ideas are sequenced in a logical manner. The exhibit provides the audience with a general understanding of the innovation.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Some of the information does not support understanding of the innovation.	Sequencing of ideas does not flow logically. Exhibit includes little information – only one or two details about the topic with little support for claims/ evidence.	Information on the exhibit is unclear and does not provide understanding of the innovation.	

Judges: 1st 60 sec video should show display measurements & reference page
 : 2nd 60 sec video should showcase innovation & inventor(s)

①

- should explain how innovation works & show it in action
 - must include names, division, ages, hometown, name of innovator
 - no music, graphics, special effects, or text model

C. EXHIBIT VISUALS	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Artistic Design	The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.	The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.	The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.	Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye.	The design is simplistic and not visually appealing.	
2. Creativity and Originality	The display incorporates creativity and innovation that make it unique. The display has the "wow-factor" and stands out in the room above all others.	The display is innovative and creative. It offers something unique but is missing the wow-factor.	The display has moderate levels of creativity and originality.	Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.	Little creativity or originality was captured in the display of this health care display. More effort needed.	
3. Appearance / Organization	The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.	Display is neat and organized. The content has a logical flow with only minimal errors.	The display was basic and could use more organization and thought to be understood.	The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.	The display is either too busy or lacks enough detail to support the content.	
Total Points (100):						

2

MRC PARTNERSHIP – Judge’s Rating Sheet

Section # _____ Division: _____ SS _____ PS/Collegiate
 Competitor # _____ Judge’s Signature _____

A Items Evaluated	Excellent	Good	Average	Fair	Poor	JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All six items MUST be completed to receive 40 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/udge</p>	<p>Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Official HOSA portfolio used <input type="checkbox"/> Portfolio not exceeding 16 pages, with numbers on lower right of each page <input type="checkbox"/> Turned in 2 plain paper copies of the portfolio, 8.5x11", stapled in top left corner <input type="checkbox"/> Portfolio submitted in English <input type="checkbox"/> Portfolio copy and Partner Verification Form uploaded to Tallo by EACH member of the team – by the published deadline <input type="checkbox"/> Title page includes event name, MRC Chapter Leadership, HOSA chapter, HOSA division, school name, advisor name, team member names, school address and school phone <input type="checkbox"/> Nothing except portfolio shown to judges <p style="text-align: center;">All or nothing: 40 points or 0 Points</p> <p style="font-size: 2em; font-weight: bold; text-align: right;">Not for SQE</p>					
B Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE 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)	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 Partnership Logistics Document includes answers to 3 of the 4 questions.	The Partnership Logistics Document includes answers to 2 of the 4 questions.	The Partnership Logistics Document includes answers to 1 of the 4 questions.	The Partnership Logistics Document is blank or not included	
3. Description of the HOSA/MRC partnership (pages 5-6) (items included)	The description features all four items: 1. Level of Interactions 2. Quality of interactions	The description features 3 of 4 items.	The description features 2 of 4 items.	The description features 1 of 4 items.	No descriptions of the partnerships were provided.	

Judges: Portfolio itself not required for SQE
 : YouTube video link should allow for judging of section C & D
 -not more than 3 minutes

1

	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	JUDGE 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 descriptions) 3. HOSA/MRC Partnership description 4. 10-page maximum	The partnership features 3 of 4 descriptions	The partnership features 2 of 4 descriptions	The featured HOSA/MRC relationship consists of 1 of 4 factors.	No descriptions of the partnerships were provided.	
Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 point	JUDGE SCORE
6. A 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 to support their project (such as pamphlets, publicity items, articles, photographs, or brochures, etc.)	The partnership activities documented in portfolio are good quality, scope, and value. 3 items are included that the team developed to support their project.	The partnership activities documented in portfolio are average quality, scope, and value. 2 items are included that the team developed to support their project.	The partnership activities documented in portfolio are fair quality, scope, and value. 1 item is included that the team developed to support their project.	The partnership activities documented in portfolio are poor quality, scope, and value. No supporting items are included that the team developed to support their project.	
Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 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 grammar 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	

Not required for CDE

2

HOSA/MRC Partnership Overall Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
2. Cooperative work with MRC to reach goals of activities	The team exceeded the collaborative goals of working with the MRC.	The team met the collaborative goals of working with the MRC.	The team's goals were of average effort and impact.	The team did not put forth much collaborative effort to reach the goals of the proposed activities.	The team did not meet the collaborative goals of the MRC activities.	
3. Description and Understanding of the MRC Mission	Strong evidence was provided to prove the understanding of the MRC Mission. Four or more examples of the mission were provided.	Evidence of understanding the MRC mission was evident in three examples provided in the portfolio.	Basic evidence of understanding the MRC mission was provided in two examples within the portfolio.	One example was provided to prove understanding of the MRC mission.	No evidence was provided of understanding of the MRC mission.	
4. Impact on the local community	Strong evidence (4+ examples) reflects the partnership demonstrated a high level of impact on the community and created positive change.	Some evidence (3 examples) reflects The partnership had a good impact on the community.	The partnership's impact was average. Little evidence (2 examples) of change occurred as a result of this project.	Very little impact occurred from the result of this project. Only one example shared.	No change or impact occurred as a result of this project implementation. No examples shared.	
5. Impact on the HOSA chapter	Strong evidence (4+ examples) reflects the partnership demonstrated a high level of impact on the HOSA chapter and created positive change.	Some evidence (3 examples) reflects The activity had a good impact on the HOSA chapter.	The impact on the HOSA chapter was average. Little evidence (2 examples) of change occurred as a result of this project.	Very little impact on the HOSA chapter occurred as a result of this project. Only one example shared	No change or impact occurred as a result of this project. No examples shared	
6. Imagination & creativity of the activities	The partnership activities demonstrated a high level of imagination & creativity.	The partnership activities demonstrated a moderate level of imagination & creativity.	The partnership activities demonstrated an average level of imagination & creativity	Very little imagination & creativity were included in the activities.	No imagination & creativity were included in the activities	
D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully.	Most of the speaker's voices were low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and 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 topic.	The speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body 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 enthusiasm but seem somewhat forced.	Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

3

D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"), Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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.	
Total Points (105)						

4

PREPARED SPEAKING – Judge's Rating Sheet

Section # _____ Division: MS SS PS/Collegiate
 Competitor # _____ Judge's Signature _____

Items Evaluated						JUDGE SCORE
<p>A. No partial points are given in Section A.</p> <p>All FOUR items MUST be completed to receive 35 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p>		<p>Points for following Guidelines:</p> <p><input type="checkbox"/> Speech does not exceed 2 <u>2</u> minutes</p> <p><input type="checkbox"/> Props are not used</p> <p><input type="checkbox"/> Nothing shown to judges</p> <p><input type="checkbox"/> Speech is given on annual topic: <u>"Towards Tomorrow"</u></p> <p style="text-align: center;">All or nothing:</p> <p style="text-align: center;">35 points</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">0 points</p>				
B. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Appropriate to the Conference Theme	The conference theme is clearly revealed and well-structured into speech.	The conference theme is stated and appropriate for speech.	The conference theme is apparent and not fully threaded into speech.	The conference theme is not clearly communicated throughout speech.	No statement of conference theme in speech.	
2. Coverage of Topic	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
3. Clear focus and point of view	Speech was focused and compelling to the audience.	Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support.	Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.	While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.	Speech lacked focus and provided no compelling evidence.	
4. Impact Strong and meaningful message	Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language.	While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.	No attempt was made to focus the audience on the message through emotional appeals. Falls to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions	

①

C. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Opening Statement	The speaker clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.	The speaker introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.	The speaker introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.	The speaker failed to introduce the speech. Or, the introduction was not useful in indicating what the speech was about.	The speaker did not provide an opening statement.	
2. Cohesion of Body of Speech	Logical, coherent organization helped convey the speaker's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.	The speaker used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.	The speaker attempted to use an organizational pattern, but it was not always effective. Speaker rambled at times and/or did not stay on topic.	The speech was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.	The speech was not organized, and audience was not able to follow the message.	
3. Closing	The speaker prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The speaker's message was clear.	The speaker adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.	The speaker concluded the speech in a disorganized fashion and/or did not have a closing statement. Speaker's message could have been clearer.	Audience has no idea conclusion is coming. Speaker's message was unclear.	The speaker ended the speech abruptly without an effective conclusion. Speaker had no message.	
D. Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Voice Pitch; tempo, volume, quality	The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed.	The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted.	The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully.	The speaker's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and 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 topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body 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 enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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.	
Total Points (135):						

*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 allow you to score ALL of the rubric main points.

**PUBLIC HEALTH – Judge’s Rating Sheet
Round 1**

Section # _____ Level: _____ MS _____ SS _____ PS/Collegiate
 Team #: _____ Judge’s Signature _____

A. Areas Evaluated	Excellent	Good	Average	Fair	Poor	JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All items MUST be completed to receive 25 points.</p> <p>If any portion is missing, Section A is scored a 0</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judga</p>	<p>Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The presentation addresses the annual topic. <input type="checkbox"/> Verification Form uploaded to Tallo by EACH member of the team (SS and PSC divisions only) <input type="checkbox"/> Reference page uploaded to Tallo by EACH member of the team (SS and PSC divisions only) <input type="checkbox"/> One hard copy of Verification Form and Reference page brought to competition by the team (Middle School division only) <p style="text-align: right;"><i>“Know the signs”. Stop Opioids Before They Stop You”</i></p> <p>All or nothing: 25 points or 0 points</p>					
B. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Understanding of issue/topic	The Public Health issue/topic is clearly defined and streamlined into the presentation. The team shared the complexity of the public health issue.	The public health issue/topic is stated and appropriate for the presentation. Understanding of the issue or topic is lacking small details.	The understanding of the public health issue/topic is average and not fully threaded into the presentation.	The public health issue/topic is not clearly communicated throughout the presentation.	No evidence of understanding of the public health issue or topic.	
2. Importance of information presented	The interpretation of the topic/issue was presented in a highly-effective and compelling manner that reinforced the information gathered on the topic.	The interpretation of the topic/issue was well-received by the audience.	The information presented was presented in a way that somewhat connected to the topic/theme.	The information presented provided a slight connection to the topic/theme.	Information on the topic/theme was not presented in a way that made sense to the audience.	
3. Flow and logic of content	The team demonstrated command of the topic throughout the presentation, it flows in a logical, clear and informed manner. Excellent transitions between speakers.	The team mentions the topic and its significance. The flow is mostly smooth and provides an informed approach to the material. Proficient transitions between speakers.	The flow of the content is somewhat choppy and disjointed.	The flow of the content is out of order and does not make sense.	There is no evidence of flow or logic behind the presented content.	
4. Engagement	The team actively engaged the audience with a well-practiced and delivered opening and maintained the attention of the audience throughout the presentation.	The team used techniques to attempt to retain the interest of the audience.	The team attempted to engage audience interest, but the effort was incomplete, disorganized, or was negated by poor delivery.	The team did not use any techniques to engage audience interest, or the attempt was made in an incoherent and disorganized fashion	The team did not capture the attention of the audience.	

Judges: Competitors should submit a youtube link with a video no more than 4 minutes of their presentation. (each member)

①

	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
5. Effectiveness/ Impact Was the presentation convincing? Do the judges want to see the team's full community presentation?	The presentation was extremely effective and convincing. Judges absolutely want to see the team's full community presentation.	The presentation was effective and appealing to judges. They are interested in seeing the team's full presentation.	The presentation was somewhat effective and appealing. The judges might be interested in seeing the full presentation, but are having a hard time making up their mind.	Some of the presentation lacked effectiveness and did not leave a strong impact on the audience/ judges.	The presentation lacked effectiveness and failed to make a strong impact on the audience. The judges do not want to see the full community presentation.	
C. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully..	Most of the speaker's voices were low. Judges have difficulty hearing the presentation	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and 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 topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body 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 enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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. 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.		The team worked together relatively well. Some team members spoke more than others		One team member dominated the presentation.	
Total Points (100):						

2

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

Competitor # _____
Team # _____

Judge's Signature _____
Division: SS PS/C

A. Points for following Guidelines						JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All ³ items MUST be completed to receive 30 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/udce</p> <p><input type="checkbox"/> PSA is no longer than 30 seconds in length (not counting optional pure black lead in beginning and end of PSA).</p> <p><input type="checkbox"/> PSA is on topic and in English.</p> <p><input type="checkbox"/> A link to the PSA along with .pdf of the _____ Reference page was uploaded to Tallo (by EACH team member) by the published deadline.</p> <p style="text-align: center;">All or nothing: 30 points</p> <p style="text-align: center;">or</p> <p style="text-align: center;">0 points</p>						
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, in focus and the lighting is highly effective to accurately tell the story.	The quality of the exposure/focus was good, although a few shots were blurry or did not come across clearly.	The quality of the exposure was average, the lighting was good and most of the images came across clearly.	The quality of the exposure was basic, several images were blurry, or lighting was either too bright or too dark.	The quality of the exposure is poor. The PSA is often out of focus or the lighting makes the images hard to see.	
2. Audio	Effective and balanced approach to sound throughout the PSA. Excellent judgement and appropriate use of silence and music/audio to capture the message of the PSA.	The audio balance between background music and speaking parts was effective. Good judgement and appropriate use of silence and music/audio to capture the message of the PSA.	Average use of background music, silence and speaking parts were used to shape the message of the PSA. The audio didn't stand out one way or another or impact the overall message.	Audio levels were too loud or too soft, or picked up a great deal of background noise which made it difficult for the viewer to hear.	The PSA included too much background noise and the message is not able to be understood due to poor quality of the audio.	
3. Editing / clean transitions / synchronization*	Excellent use of video effects; editing and transitions are clear and there is high quality synchronization between the sound and video content.	Editing between scenes is strong, good transitions from scene to scene.	The editing and transitions between slides is average.	The editing was clunky. Inappropriate transitions between scenes.	The scenes have too much movement causing distraction from the message. The editing and transitions between scenes is poor.	
4. Camera Technique / Composition	Excellent use of capturing the composition of movement and angles to make the story come to life. Advanced ability and unique perspective to allow the film to tell the story.	Camera technique is good and the composition of scenes tell a story. Angles and movement could be captured in a way to make the story come to life better.	The camera technique is of average skill and the composition does not stand out to the viewer.	Some evidence of thoughtful camera technique but captured intermittently throughout the PSA. Most scenes were filmed at a basic level.	The camera technique was basic, front facing shots with no evidence of intentional composition of the angles of the camera technique.	

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C. CONTENT	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Effectiveness	The message of the PSA did an extraordinary job at captivating the attention of the audience and activating a clear message that evokes emotion. It translates an important message.	The message of the PSA did a good job capturing the attention of the audience. The message stood out and evoked emotion. The PSA was interesting and thoughtful.	The message and content captured the attention of the audience. More could have been done to evoke emotion and share the content theme.	The effectiveness of the message needed more attention to detail. The PSA could have done a better job at connecting to the audience and delivering the overall message.	The message of the PSA was not effective. It did not capture the attention of the audience or deliver a critical message. The content did not evoke emotion or relay important information.	
2. Impact	The message is highly impactful for the target market and encourages a "call to action" in a positive manner.	The message is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively.	The message of the PSA was educational but did not impact the audience to action.	The impact of the message was not communicated clearly. The PSA did not inspire the audience to action.	The PSA was not impactful and did not encourage positive behavior or elicit any emotion by the viewer.	
3. Creativity and Originality	The PSA is extremely creative, clever and original. Excellent!	The PSA is good. Creative messaging and original content were displayed.	The PSA provided an average amount of creativity and originality.	The creativity in the PSA was basic. Little originality was included.	No original thoughts or creative concepts were used in this PSA.	
4. PSA leaves Judges wanting to know more	When are you filming your next PSA? The Judge is waiting on the edge of their seat to see your next work!	Great job! The Judge wants to watch your next PSA.	Judge liked this PSA but may or may not be interested in seeing more.	This PSA was okay, but Judge probably won't go looking for any more.	Judge has seen enough.	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
5. Realistic visual Imagery provided	Visual imagery was believable and realistic, and enhanced the message being portrayed.	Most of the imagery was realistic and believable.	An average amount of realistic imagery was provided.	A fair amount of realistic visual Imagery was provided.	The visual imagery was not realistic.	
6. Talent	Actors were extremely talented and delivered a message that was believable and realistic. Professional-level quality of talent was delivered.	The actors did a good job delivering a message that was believable and realistic.	The talent in regard to the actors was average. The material seemed forced.	The actors could have used more rehearsing to create a more believable product.	The actors were not believable in delivering their message. Much more effort needed.	
7. Writing	The word choices and placement on screen were of high quality and enhanced the message. No spelling/ grammatical errors.	The PSA did a good job highlighting the written words to emphasize the message. Few, if any, spelling/ grammatical errors.	The words written in the PSA were mostly clear (small lettering, too many words, text hard to read, etc). More accuracy would have enhanced the message.	The writing displayed in the PSA was of fair quality. More focus and accuracy needed. Spelling/ grammatical errors were distracting.	The PSA writing was not appropriate or accurate in the project delivery.	
Total Points (125):						

*Synchronization- the operation or activity of two or more things at the same time or rate.

(2)

Middle School only
EXPLORING MEDICAL INNOVATION
Judge's Rating Sheet

Alabama
SOE Rubric

Section # _____
 Team # _____

Judge's Signature _____
 Division: MS

A. Exploring Medical Innovation						JUDGE SCORE
<p>No partial points are given in Section A.</p> <p>All six items MUST be completed to receive 35 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/ judge</p>	<p>A. Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual exhibit is no more than 48" wide x 24" deep and safely stands on the table <input type="checkbox"/> Reference page is included in exhibit <input type="checkbox"/> Exhibit materials do not extend beyond the edge of the table. <input type="checkbox"/> Exhibit/equipment is safe and poses no hazards. <input type="checkbox"/> Exhibit is in English. <input type="checkbox"/> Nothing shown to judges except exhibit items. <p style="text-align: center;">All or nothing: 35 points or 0 points</p>					
B. EXHIBIT & PRESENTATION CONTENT	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
<p>1. Balance of Information between Exhibit and Presentation</p>	<p>The content placed between the exhibit and presentation was balanced and effective. Anyone viewing the exhibit materials would be able to have a general idea of the medical innovation without having someone there to speak about it. The content shared in the presentation added value to the overall project. Overall, there was excellent balance between information shared in the exhibit and information shared in the presentation.</p>	<p>Overall, the balance was good and effective between information shared in the exhibit and information shared in the presentation.</p>	<p>Overall, the balance seemed okay between information shared in the exhibit and information shared in the presentation, but judges were left with a few questions unanswered in either the exhibit or presentation.</p>	<p>There was a somewhat imbalance of information shared. Either the exhibit or the presentation had more content than the other, which made it difficult to follow the overall project.</p>	<p>There was a clear imbalance of information shared. Either the exhibit or the presentation had the majority of the content, which made for an ineffective overall project.</p>	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
<p>2. Description of Innovation</p>	<p>The team provides an excellent description of the innovation, what it does and how it is used. The judges can clearly visualize what it is.</p>	<p>The team provides a good description of what the innovation is, what it does, and how it is used. The judge has a few unanswered questions.</p>	<p>The team provides an average description of what the innovation is, what it does, and how it is used, but the judge is left with many unanswered questions.</p>	<p>The description of the innovation does not describe what it is, does or how it is used.</p>	<p>No description or of the innovation was provided.</p>	

Not for SOE

Judges: 2 minute maximum YouTube link video showcasing the innovation should be uploaded to Tallo
-includes measurements
-explains innovation

①

Not for SQE

	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
3. Impact on Healthcare	The team provides a detailed and relevant description for how the medical innovation has or will change/impact healthcare.	The team provides good detail for how the medical innovation has or will change/impact healthcare.	An average description for how the future of healthcare will be/has been impacted by this innovation.	Little detail was provided on how the innovation has or will change/impact healthcare.	No description was provided on how the innovation will change/impact healthcare.	
4. Why this Innovation?	Compelling examples of why the team chose this medical innovation were given. Relevant and engaging stories were shared that brought the presentation to life and made it clear to the judges why this was the innovation chosen by the team.	The team provided engaging examples of why they chose the medical innovation. Stories were shared to add a personal touch why the medical innovation was selected, but the wow-factor was missing.	The team told the story for why they chose their medical innovation but were unable to provide relevant examples to bring the story to life.	The team attempted to tell a story of the significance of choosing their medical innovation, but the relevance of the story fell short of expectation.	The team was unable to connect the story for why they chose their medical innovation.	
5. History of the Innovation	Extensive history of the creation of the innovation was provided and included rich details about its creator(s) and how it was discovered.	A history on the creation of the innovation was provided, along with a description of who created it and how it was discovered.	A brief history was provided on the creation of the innovation. Some details about the creator(s) and background of discovery was provided.	Little history was provided about the history of the innovation, who created it or how it was discovered.	No history or details of how this innovation was founded were provided.	
6. Benefits & Challenges	Benefits and challenges associated with the innovation were highlighted in extensive detail by the team.	Benefits and challenges were shared by the team.	Benefits and challenges associated with the innovation were shared but did not go into great depth.	Benefits and challenges associated with the innovation were briefly mentioned.	No mention of the benefits or challenges of the innovation were included.	
7. Cost	Detailed information about the cost of the innovation for the consumer and/or the healthcare system was shared.	NA	Information was shared about the cost of the innovation but judges were left with unanswered questions.	NA	No relevant information was shared about the cost of the innovation.	
8. Career Implications	Detailed information was shared about how the innovation fits within the healthcare field and what practitioners / consumers are needed to implement it. It is clear how and what healthcare careers are affected by this innovation.	Mostly relevant information was shared about the career implications of this innovation.	Some information was shared about the career implications of this innovation.	A fair amount of information was shared about the career implications of this innovation, but more detail is needed to be relevant.	No information was shared about the career implications of this innovation.	

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C. EXHIBIT	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
1. Artistic Design	The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.	The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.	The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.	Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye.	The design is simplistic and not visually appealing.	
2. Creativity / Originality	The display incorporates creativity and innovation that make it unique. The display has the "wow-factor" and stands out in the room above all others.	The display is innovative and creative. It offers something unique but is missing the wow-factor.	The display has moderate levels of creativity and originality.	Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.	Little creativity or originality was captured in the display of this health care display. More effort needed.	
3. Appearance / Organization	The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.	Display is neat and organized. The content has a logical flow with only minimal errors.	The display was basic and could use more organization and thought to be understood.	The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.	The display is either too busy or lacks enough detail to support the content.	
D. PRESENTATION DELIVERY	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed.	The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted.	The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully.	The Speaker's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and 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 topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body 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 enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic, with the speech. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

Not by Q&E

Not for S&E

D. PRESENTATION DELIVERY	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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. 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.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
5. Exhibit Incorporated Into Presentation	The exhibit enhanced the messaging of the innovation and helped bring the presentation to life.	The exhibit helped tell the story of the innovation. It complemented the presentation effectively.	The team did an adequate job of using the exhibit to support the presentation.	The exhibit somewhat enhanced the presentation on the innovation yet seemed to miss key points of emphasis.	The exhibit seemed to be an "afterthought" to the presentation. There was a disconnect between what was featured on the exhibit and the presentation.	
6. Answered judge questions effectively.	The team provided excellent answers to judge's questions, shared important details and maintained a high level of professionalism and poise throughout the presentation.	The team answered the judge's questions accurately and provided some important details about the medical innovation.	The team was able to answer most of the questions effectively, could have provided more details regarding the innovation process.	The team answered some of the questions but failed to expound on the details of the medical innovation.	The team had trouble answering the judge's questions. More evidence is needed to demonstrate a basic understanding of the medical innovation.	
Total Points (65):						

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

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

(65)

(4)