**Judging Evaluation Forms**

**Written Report Evaluation Instructions (MTC/WBR)**

**Elementary School Division**

As a part of the Engineering Design Competition, the SECME student(s)/student team(s) is required to write a Written Report describing the design, construction, and operation of the Mousetrap Car or Water Bottle Rocket. The main body of the report should be a maximum of two pages.

**EVIDENCE OF PLAGIARISM OR RE-SUBMISSION OF PREVIOUS YEARS’ REPORTS WILL RESULT IN A ZERO SCORE.**

**Structure**

1. Cover page
   1. Title of the SECME Written Report – The title is this year’s competition theme
   2. SECME Competition Division
   3. SECME Team Name
   4. Each SECME student team member’s name, grade
   5. Official School District Name
   6. SECME team’s official school name, city, state, and zip
   7. SECME School Coordinator’s (or Teacher’s) name and email
2. Double-spaced text
3. One-inch borders at the top, bottom, and on each side
4. 12 pt. acceptable standard font, computer typed
5. The report is neat; the pages are numbered (do not number the cover page)

**Content**

1. Writing includes an original introduction and conclusion
2. Writing contains ideas that are fully developed, fully supported, and describe the design, construction, and operation of the vehicle
3. Writing is logical and coherent as a whole
4. Mousetrap Car must include handwritten calculations.
5. Water Bottle Rocketry must include calculation exercises
6. The written report should include the completed Materials List with receipts (These should not be counted in the two-page limit).

**Mechanics, Spelling, and Grammar**

The written report should reflect the SECME student(s)/student team(s) professionalism and pride, free of errors.

**NOTE: Written Reports not submitted will receive a zero score.**

**Written Report Judge’s Evaluation Form (MTC/WBR)**

**Elementary School Division**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **Competition Event** | **Mousetrap Car** | **Water Bottle Rocketry** | |
| **SECME Team Name** |  | | |
| **Student Full Name #1** |  | **Grade** |  |
| **Student Full Name #2** |  | **Grade** |  |
| **Student Full Name #3** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

**STRUCTURE (0 – 10 pts)** **POINTS**

* Cover Page (0 – 5 pts)  **/5**
  + Title of report, division, team name, each team member’s name, grade, email
  + Official school name and address, official district name, SECME Coordinator/Teacher name
  + Date
* 1” margins (0 – 1 pts)  **/1**
* 12 pt./Standard Font/Computer Typed (0 – 1 pt.)  **/1**
* Double-spaced Text (0 – 1 pts)  **/1**
* Report is neat (0 – 1 pts)  **/1**
* Pages are numbered and in order (0 – 1 pt.)  **/1**

**STRUCTURE TOTAL (*maximum 10 pts*) /10**

**CONTENT (0 – 60 pts)**

* Writing includes an original introduction (0 – 10 pts)  **/10**
* Writing includes ideas that are fully developed, supported, and describe the design, construction, and operation of the car (0 – 15 pts)  **/15**
* Writing is logical and coherent as a whole (0 – 15 pt**s**)  **/15**
* Writing includes an original closing (0 – 15 pts)  **/15**
* Handwritten Calculations (0 – 5 pts)  **/15**

**CONTENT TOTAL (*maximum 60 pts*) /60**

**MECHANICS, SPELLING & GRAMMAR (0 – 30 pts):**

* Writing is free of punctuation errors (age-appropriate) (0 – 5 pts)  **/5**
* Writing is free of spelling errors (age-appropriate) (0 – 10 pts)  **/10**
* Writing has correct subject/verb agreement and is free of sentence errors, misplaced sentence parts, sentence fragments, run-ons, etc.

(age-appropriate) (0 – 15 pts)  **/15**

**MECHANICS, SPELLING & GRAMMAR TOTAL (*maximum 30 pts*) /30**

**OVERALL TOTAL (*maximum 100 pts*) /100**

**SECME Materials List & receipts were included in Written Report**  **NO**  **YES**

**TOTAL COST $**

**Judge’s Comments (please use the back page for additional space.)**

**Mouse Trap Car Judging**

**Construction and Operation Judge’s Evaluation Form (MTC) – In Person**

**Elementary School Division**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Team Name** |  | | |
| **Student Name #1** |  | **Grade** |  |
| **Student Name #2** |  | **Grade** |  |
| **Student Name #3** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

|  |  |
| --- | --- |
| L, Length | cm |
| C, Cost | $ |
| CH, Highest Cost | $2.50 |
| D1, Distance |  |
| T1, Time |  |
| P1, Performance |  |
| D2, Distance |  |
| T2, Time |  |
| P2, Performance |  |
| PH, Highest Performance |  |

**Mousetrap Car Performance Point Score:**

**NOTE: The maximum mousetrap car final score is 100 pts.**

**Judge’s Comments (please use the back page for additional space.)**

**Construction and Operation Judge’s Evaluation Form (MTC) – Virtual**

**Elementary School Division**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Team Name** |  | | |
| **Student Name #1** |  | **Grade** |  |
| **Student Name #2** |  | **Grade** |  |
| **Student Name #3** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

|  |  |
| --- | --- |
| L, Length | cm |
| C, Cost | $ |
| CH, Highest Cost | $2.50 |
| D1, Distance |  |
| T1, Time |  |
| P1, Performance |  |
| D2, Distance |  |
| T2, Time |  |
| P2, Performance |  |
| PH, Highest Performance |  |

**Mousetrap Car Performance Point Score:**

**NOTE: The maximum mousetrap car final score is 100 pts.**

**Judge’s Comments (please use the back page for additional space.)**

**VEX V5/VEX IQ Robotics Judging**

**Engineering Notebook Judge’s Evaluation Instructions**

One of the VEX V5/VEX IQ Robotics Competition’s main missions is to help SECME student teams acquire real-world life skills to benefit them in their academic and professional future. The Engineering Notebook is a way for student teams to document the engineering design process during the VEX V5/VEX IQ Robotics Competition. The engineering notebook gives student teams the practice of essential life skills, including project management, time management, brainstorming, and teamwork. The engineering notebook reflects the documentation of the student team’s design decisions and efforts in creating a novel and innovative competitive robot. SECME student teams should start their engineering notebooks early and update them often and daily. Write handwritten notes and documentation neatly and clearly for judges to read without difficulty.

Engineering is an iterative process requiring students to recognize and define a problem, brainstorm, and work through various stages of the design process, test their designs, improve their designs, and continue the process until a solution has been produced. During this process, students will come across obstacles, encounter successes and failures, and learn many lessons. It is this process that students should document in their Engineering Notebook.

The engineering notebook is an opportunity to document everything a SECME student team does and serve as a historical guide of lessons learned and best practices that can benefit the SECME student team in future years. SECME students may document any number of things in their engineering notebooks. For example, team meeting notes, design concepts and sketches, pictures, notes from competitions, biographies of the members of their team (students, teachers, Coordinators, and mentors), observations and thoughts of team members throughout the season, team organization practices, and any other notes that a team finds useful.

**Requirements**

1. Cover page
   1. Title of the Engineering Notebook – Example: SECME Engineering Design Competition: VEX V5 or VEX IQ Robotics Engineering Notebook)
   2. SECME Team Name
   3. Each SECME student team member’s name, grade
   4. Official School System/District Name
   5. SECME team’s official school name, city, state, and zip
   6. SECME School Coordinator’s (or Teacher’s) name and email
2. Table of Contents
3. Provide a brief description of each SECME team member and their strengths and benefits
4. Design ideas
5. SECME Team meeting notes (daily entries)
6. Construction of the robot
7. Operation
   1. Describe how the robot has been designed to achieve the object of the VEX V5/VEX IQ Robotics game and general novel features
8. Problems encountered and methods to resolve them
9. Conclusion/Future Recommendations

**Engineering Notebook** **Judge’s Evaluation Form (VEX V5 /VEX IQ Robotics)**

**Please check which division:**  **Elementary School**  **Middle School**  **High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Team Name** |  | | |
| **Student Name #1** |  | **Grade** |  |
| **Student Name #2** |  | **Grade** |  |
| **Student Name #3** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

The engineering notebook should be written clearly and concisely and exhibit the complete documentation and illustration of the team’s design, construction, and testing processes for their robot to achieve the object of the VEX V5/VEX IQ Robotics game.

**EVALUATION CATEGORIES POINTS**

**Layout (0 – 25 pts) /25**

Is the engineering notebook organization easily understood?

**Documentation (0 – 15 pts) /15**

The team regularly demonstrates and illustrates frequent updates (ex., once a week, biweekly, and monthly) documenting the entire team’s work.

**Design Process (0 – 40 pts) /40**

The team shows evidence of a trial-and-error design process that highlights the various phases and development of the team’s robot.

**Sketches/Photographs (0 - 10 pts) /10**

Does the engineering notebook include sketches/photographs?

**Replicate (0 – 10 pts) /10**

Can the engineering notebook be used to replicate the team’s robot?

**TOTAL (The highest possible score is 100 pts) /100**

**Judge’s Comments (please use the back page for additional space.)**

**Water Bottle Rocket Judging**

**Construction and Operation Judge’s Evaluation Form (WBR) – In Person**

Elementary School Division

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Team Name** |  | | |
| **Student Name #1**  **(Mission Captain)** |  | **Grade** |  |
| **Student Name #2**  **(Mission Specialist)** |  | **Grade** |  |
| **Student Name #3**  **(Mission Specialist)** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

**WATER BOTTLE ROCKET REQUIREMENTS: Requirement Met (check one):**

**Overall Height: (maximum 76 cm) Yes No**

**Fin Width Distance (from pressure vessel): (maximum 10 cm) Yes No**

**Nose Cone Tip Radius: (minimum 1.5 cm) Yes No**

**Throat Exit Clearance: (minimum 7.5 cm) Yes No**

**SCORING: Hangtime (s)**

**JUDGE #1 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**JUDGE #2 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**JUDGE #3 NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AVERAGE HANGTIME (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FINAL SCORE CONSTRUCTION AND OPERATION:**

**FINAL SCORE: =**

**NOTE: The maximum final elementary Water Bottle Rocket score is 100 pts.**

**Judge’s Comments (please use the back page for additional space.)**

**Construction and Operation Judge’s Evaluation Form (WBR) - Virtual**

**Elementary School Division**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Rocket Team Name** |  | | |
| **Student Name #1**  **(Mission Captain)** |  | **Grade** |  |
| **Student Name #2**  **(Mission Specialist)** |  | **Grade** |  |
| **Student Name #3**  **(Mission Specialist)** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

**WATER BOTTLE ROCKET REQUIREMENTS: Requirement Met (check one):**

**Overall Height: (maximum 76 cm) Yes No**

**Fin Width Distance (from pressure vessel): (maximum 10 cm) Yes No**

**Nose Cone Tip Radius: (minimum 1.5 cm) Yes No**

**Throat Exit Clearance: (minimum 7.5 cm) Yes No**

**FINAL SCORE:=**

**NOTE: The maximum final elementary Water Bottle Rocket score is 100 pts.**

**Judge’s Comments (please use the back page for additional space.)**

**Patch Design Challenge Judge’s Evaluation Instructions (WBR)**

What is a patch? A patch is a creative display that reflects the dedication and mission of the SECME student team. This symbolic picture must comply with the following patch design challenge:

P2358#y1

**NOTE: Inappropriate patch designs will be removed from the competition. The SECME team will receive a score of zero for patch design.**

**The Patch Design will be judged on the following criteria:**

1. Paper Size Requirement ( poster board)
2. SECME Theme: your school or ISL mascot or school motto.
3. Appearance
4. Creativity
5. Explanation of Patch

**Patch Design Challenge (WBR) – Judge’s Evaluation Form**

**Please check which division:**  **Elementary School**  **Middle School**  **High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **SECME Team Name** |  | | |
| **Student Name #1**  **(Mission Captain)** |  | **Grade** |  |
| **Student Name #2**  **(Mission Specialist)** |  | **Grade** |  |
| **Student Name #3**  **(Mission Specialist)** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

**EVALUATION CATEGORIES** **POINTS**

**Paper Size Requirement (0 – 5 pts) /5**

The correct patch size is 13” 13”.

**SECME Theme (0 – 20 pts) /20**

Incorporation of competition theme: your school or ISL mascot or school motto and team name

**Appearance (0 – 20 pts) /20**

Attractiveness and neatness of the patch

**Creativity (0 – 25 pts) /25**

The uniqueness of the information depicted

**Explantation of patch design (0 – 30 pts) /30**

A description on the back of the patch that explains each part or idea

**Total** (maximum 100 pts)  **/100**

**Judge’s Comments (please use the back page for additional space.)**

**The Art of Engineering Judge’s Evaluation Instructions**

This competition component showcases the **ART** in the SECME student team engineering design of their vehicle.

Each middle/high school division Mousetrap Car, Water Bottle Rocket, VEX IQ Robotics, and VEX V5 Robotics SECME student team will submit a five to seven-minute video on their car, rocket, or robot from the creative, innovative, and artistic perspective. In other words, sell your car’s, rocket’s, or robot’s capabilities creatively and informally. Every SECME student teammate must contribute to the team to get all possible points. Your video should introduce your SECME student teammates and display your technical drawing and vehicle.

**The Art of Engineering will be judged on the following criteria:**

* Creative and Innovative
* Five to seven-minute Video Presentation

**The Art of Engineering Judge’s Evaluation Form - Virtual**

**Please check which division:**  **Elementary School**  **Middle School**  **High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **Please check Competition Event** | **Mousetrap Car**  **VEX V5 Robotic**  **VEX IQ Robotic**  **Water Bottle Rocketry** | | |
| **SECME Team Name** |  | | |
| **Student Full Name #1** |  | **Grade** |  |
| **Student Full Name #2** |  | **Grade** |  |
| **Student Full Name #3** |  | **Grade** |  |
| **Judge’s Name** |  | **Date** |  |

**EVALUATION CATEGORIES**: (**0 – 100 pts**) **POINTS**

**Creative and Innovative (0 – 30 pts) /30**

Is the design of the vehicle creative and innovative?

**Five to seven-minute Video Presentation (0 -40 pts) /40**

Each student member contributes to the pitch.

The team sold its car or robot design and capabilities.

Judge’s overall experience and interaction with the SECME team

**Design Process (0 -30 pts) /30**

Presentation details the design process of the build

Brainstormed Initial Designs, 2 Prototype Designs (min), Final Designs

Technical Drawings and Construction Images

**Total Score (maximum 100 pts) /100**

**Judge’s Comments (please use the back page for additional space.)**

**Essay/Vision Board Judge’s Evaluation Instructions**

**Introduction**

What is the Essay/Vision Board competition? SECME’s essay/vision board competition is a written and illustrative representation (vision board) on any of the three topics listed below. ALL essay/vision board submissions will require a cover page.

1. How has participation in SECME helped me to discover my STEM dream job?
2. How has the COVID-19 pandemic shown the importance of STEM?
3. Environmental issues
   1. Forest Fires
   2. Global Warming

Topics are open to **ALL** grade levels; however, some topics may require more critical thinking, explanations, and details, depending on the grade level. When choosing topics 2-4, answer the questions: (1) How does or how should STEM impact these global or environmental issues? (2) How do you see yourself contributing to the solution to these global or environmental issues? We encourage you to use your imagination.

**Competition** **Requirements**

Follow *all* instructions. Each essay and vision board entry must be prepared and submitted by an individual SECME student. When choosing topics 2-4, address: (1) How does or how should STEM impact these global or environmental issues? (2) How do you see yourself contributing to the solution of these global or environmental issues? We encourage you to use your imagination.

The vision board can be developed by hand or by using a computer program. For boards created by hand, teams can use materials such as magazine clippings, newspaper clippings, crayons, markers, colored pencils, colored pens, or paint. Clip art or electronic visual graphics are allowed when designing on a computer. Your vision board must be one page, and it can either be positioned in portrait or landscape.

**Grades Pre-K – 2.** Choose a topic. Create your vision board on paper. Next, working with your SECME Coordinator or parent/guardian, record a four-minute maximum video message explaining your vision board and how participation in SECME has helped you to choose that career path.

Submission of your vision board must include the following:

1. Required cover page
2. Vision Board drawing is one page in length and can be positioned either in portrait or landscape
3. Four-minute (max) video explaining your vision board

**The vision board and video will be judged on the following criteria:**

* Includes required cover page, vision board
* Paper size Requirements
* Appearance/Effort
* Creativity/Originality
* Video explanation of vision board

**Grades 3** **– 5**. Choose a topic. Write your essay and visually depict your essay by creating a vision board on paper. Submission of the essay/vision board must include the following:

1. Required cover page
2. The essay should contain 500 – 1,000 words
3. Write a one-paragraph description of your vision board (the description should be included in your essay and not on the vision board page)
4. Vision Board drawing is one page long and can be positioned either in portrait or landscape
5. Four-minute (max) video explaining your vision board (optional)

**The essay will be judged on the following criteria:**

* Essay Organization
* Content and Focus
* Writing Style
* Format, Punctuation, and Mechanics

**The vision board and video explanation will be judged on the following criteria:**

* Appearance/Effort
* Creativity/Originality
* Explanation of vision board (1-paragraph or 2 **-** 4-minute video)

**SECME Vision Board Judge’s Evaluation Form–Grades Pre-K-2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **Student Name** |  | **Grade** |  |
| **Essay Title** |  | | |
| **Check One**  *Topics 1: How has participation in SECME helped me to discover my STEM dream job?*  *Topic 2: How has the COVID-19 pandemic shown the importance of STEM?*  *Topic 3: Write about the following environmental issue: (a) Forest Fires, (b) Global Warming* | | | |
| **Judge’s Name** |  | **Date** |  |

**ORGANIZATION POINTS**

Includes required cover page, vision board  **/5**

Paper size Requirements  **/5**

**TOTAL ORGANIZATION (10 pts) /10**

**VISION BOARD**

Appearance/Effort (0 - 30 points)  **/30**

Creativity/Originality (0 - 30 points)  **/30**

Video explanation of vision board (0 - 30 points)  **/30**

**Total Vision Board (90 pts) /90**

**TOTAL POINTS /100**

**Judge’s Comments (please use the back page for additional space.)**

**SECME Essay/Vision Board Judge’s Evaluation Form-Grades 3-12-Topic 1**

**Please check which division:**  **Elementary School**  **Middle School**  **High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **Student Name** |  | **Grade** |  |
| **Title-Topic 1 Only** | *How has participation in SECME helped me to discover my STEM dream job?* | | |
| **Judge’s Name** |  | **Date** |  |

**ESSAY/PICTURE BOOK ORGANIZATION POINTS**

Includes required cover page, essay, vision board, and vision board explanation. The essay is double-spaced, with 1”- margins, and in an approved 12-pt font. The essay includes an introduction, body, conclusion, and bibliography.

**TOTAL ORGANIZATION (0 - 5 pts)**  **/5**

**SECME EXPERIENCE** ***(Grades 6 - 12 MUST include Phases 1 - 5)***

The writer explains how their SECME experience will help prepare them for a STEM career.

**/25**

The writer identifies how their SECME experience is the spark for their interest in STEM.

**/20**

The writer explains the STEM discipline or activity that captures their interest

**/20**

**TOTAL SECME EXPERIENCE (0 - 65 pts)**  **/65**

**WRITING STYLE**

Writing is age-appropriate, logical, cohesive, and flows. Ideas are fully developed and supported in their bibliography. The writer’s voice is strong, explaining how their SECME experience has helped them with their career goals.

**TOTAL WRITING STYLE (0 - 10 pts)**  **/10**

**FORMAT, PUNCTUATION, AND MECHANICS**

Writing is free of (age-appropriate) punctuation errors

Writing is free of (age-appropriate) sentence errors (misplaced sentence parts, subject/verb

agreement, sentence fragments, run-ons, etc.)

Writing is free of (age-appropriate) spelling errors

**Total Writing Style (0 - 20 pts)**  **/20**

**TOTAL ESSAY/PICTURE BOOK (0 - 100 pts)**  **/100**

**VISION BOARD AND EXPLANATION**

Appearance/Effort (0 - 30 pts)  **/30**

Creativity/Originality (0 - 30 pts)  **/30**

Explanation of vision board (0 - 40 pts)  **/40**

**TOTAL VISION BOARD (0 - 100 pts) /100**

**TOTAL ESSAY/VISION BOARD (0 - 200 pts) /200**

**Judge’s Comments (please use the back page for additional space.)**

**SECME Essay/Vision Board Judge’s Evaluation Form - Grades 3-12-Topic 2-4**

**Please check which division:**  **Elementary School**  **Middle School**  **High School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official School Name** |  | | |
| **Official School District** |  | **State** |  |
| **Student Name** |  | **Grade** |  |
| **Essay Title** |  | | |
| **Check One**  *Topic 2: How has the COVID-19 pandemic shown the importance of STEM?*  *Topic 3: Write about the following environmental issue: (a) Forest Fires, (b) Global Warming* | | | |
| **Judge’s Name** |  | **Date** |  |

**ESSAY ORGANIZATION POINTS**

Includes required cover page, essay, vision board, and vision board explanation. The essay is double-spaced, with 1”-inch margins, and in an approved 12-point font. The essay includes an introduction, body, conclusion, and bibliography

**TOTAL ORGANIZATION (0 - 5 pts)**  **/5**

**Content and Focus**

Does the writer demonstrate a credible argument on the importance of STEM?  **/25**

Does the content align with the topic chosen for the essay?  **/25**

**TOTAL SECME EXPERIENCE (0 - 50 pts)**  **/50**

**Writing Style**

Writing is age-appropriate, logical, cohesive, and flows. Ideas are fully developed and supported in their bibliography. The writer’s voice is strong and convincing.

**TOTAL WRITING STYLE (0 - 25 pts)**  **/25**

Format, Punctuation, and Mechanics

Writing is free of (age-appropriate) punctuation errors.

Writing is free of (age-appropriate) sentence errors (misplaced sentence parts, subject/verb

agreement, sentence fragments, run-ons, etc.).

Writing is free of (age-appropriate) spelling errors.

**Total Writing Style (0 - 20 pts)**  **/20**

**TOTAL ESSAY (0 - 100 pts)**  **/100**

**Vision Board and Explanation**

Appearance/Effort (0 - 30 pts)  **/30**

Creativity/Originality (0 - 30 pts)  **/30**

Explanation of vision board (0 - 40 pts)  **/40**

**Total Vision Board (0 - 100 pts) /100**

**TOTAL ESSAY/VISION BOARD (0 - 200 pts) /200**

**Judge’s Comments (please use the back page for additional space.)**