



# Judges' Contest Handbook

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## General Contest Notes:

- Schedule:
  - Tuesday April 6—Bench-scale Discussions (Meet with Bench-scale Division Teams)
  - Sunday, April 11—Opening Ceremony (early evening); Judges’ Meeting (late evening)
  - Monday, April 13—Oral Presentations (Meet with all teams)
  - Tuesday, April 13—Poster Presentations (Meet with Desktop Division Teams)
  - Wednesday, April 14—Judge Deliberations (morning); Awards Ceremony (evening).
- All judging will be done through the WERC judging site: [werc.nmsu.edu](http://werc.nmsu.edu) where you will:
  - Download team reports
  - Enter comments and scoresInstructions for using the WERC judging site are below.
- Zoom sessions:
  - Each group of Judges will have a Lead Judge who is in charge of the group. This is particularly applicable in the Oral Presentations when all judges are present.
  - Please use the provided WERC Zoom Background to readily distinguish you as a judge.
  - Keep your camera on at all times; if connections are slow, turn off your camera to improve connection speeds.
  - By next week, we will email to you:
    - Zoom links for all meetings, including a Zoom test/rehearsal
    - The official WERC Zoom Background.
- Within the tasks you are assigned to judge, you will be scoring two different categories of teams:
  - Bench-Scale Demonstration Division (noted by the task number (i.e., Task 1).
  - Desktop Division (noted by a “D” after the task number (i.e., Task 1D)
  - The two divisions are competing against each other. Your scores should assess the quality of research, writing, design, economic analysis, attention to regulations and safety, etc., independent of whether or not they were able to build a bench-scale apparatus.
  - The scores will be normalized between the two divisions and prizes distributed among both categories, according to the quality of work put forth by each team.
- Scoring Events: There are four scored events, three of which are conducted via Zoom:
  1. Written Report—Teams must submit their report by: March 29 at midnight.
    - Download and read each written report prior to your first meeting with the team.
      - The Bench-scale Division reports should be read before April 6.
      - The Desktop Division reports should be read before April 12.
    - Include as many comments as possible to help the teams learn.
      - Do not email your comments to the teams. They will see them when the contest is over.
      - Teams may submit either a pdf or a .docx file. If the team submits a .docx file, please include in-line comments in the report itself and summarize your comments in the “Comment” box provided on the WERC judging site.
  2. Oral Presentation—This 45-minute meeting is conducted via Zoom with all teams.
    - The lead judge for the given task conducts the meeting.
    - The team is given 16 minutes for their uninterrupted presentation.
    - After the team calls for questions, judges are given 10-15 minutes for questions.
    - Bench-scale Division teams will have met you during their Bench-scale Discussions. Expect them to answer questions during the Orals that they could not answer during the Bench-scale Discussions.

3. Bench-scale Discussion—This 45-minute meeting is conducted via Zoom with Bench-scale Division teams only. These are teams that built a bench-scale model. The model may be a physical apparatus or a computer simulation. Logistics:
  - The judges will sign in to Zoom and be assigned to a team’s breakout room where the team will be logged in and waiting to talk to them.
  - The team initiates the discussion by beginning their poster/brochure presentation (a very brief introduction to their project).
  - This initial presentation should lead to a two-way conversation about the team’s design, with all working together to solve a challenging problem.
  - The team should take the judges on a tour of their bench-scale apparatus and refer often to diagrams and graphed results printed on their poster or brochure.
  - The team may screen share video footage or their brochure during the meeting.
  - These sessions will be held prior to the team’s Oral Presentation (this is a change from the traditional contest to allow teams time to ship their samples for analytical testing.) If teams are not able to answer your question during this session, they are expected to answer them when they meet you again at their Oral Presentation.
  
4. Poster/Brochure Presentation—These first points are true for all teams:
  - Because the contest is conducted remotely, teams were allowed to use a brochure instead of a poster. Some teams have chosen to use both.
  - The poster (if used by the team) will be displayed in their lab when you “visit” the team via Zoom. They will walk up to the poster to point out important points.
  - Teams that choose to use a brochure will upload it to the WERC judging site. You can download it (and print it out, if you like) two days prior to meeting with the team.
  - This event has a different meaning for the Bench-scale Division than it does for the Desktop Division.
    - Bench-scale Division—This presentation occurs at the same time as the Bench-scale Discussion. Teams may go back and forth between discussing their bench-scale model and their poster (or brochure). Judges will score these events together.
    - Desktop Division—The teams did not build a bench-scale model. Therefore, you will use a different scoring rubric for the Desktop Division Poster Presentation than you did with the Bench-scale.
      - The rubric will result in the same number of possible points as those assessed to the of Bench-scale Discussion.
      - Desktop Division teams will have first met you during their Oral Presentation. They are expected to come to the Poster/Brochure Presentation ready to answer questions from the Orals that they could not answer.

## Scoring Rubrics

Note that there are different scoring rubrics for:

- Bench-scale Division (Tasks 1, 2, 3, 4, 5, and 6)
- Desktop Division (Tasks 1D, 3D, 4D, 5D, and 6D)

### 1: Technical Report Rubric (For Bench-scale Division Teams)

	Points Possible
1. Executive summary quality; includes engineering basis for design and summary of results.	(20)
2. Complete process flow diagram (PFD) with mass and energy balances (or comparable)	(15)
3. Equipment and process selection based on in-depth research of process and equipment.	(15)
4. Discussion of lab results, testing, process monitoring, and waste generation.	(15)
5. Discussion of scale-up (technical, costs, implementation schedule, etc.)	(15)
6. Discussion of legal, health, and safety (worker and public) implications for entire process.	(15)
7. Economic analysis (CAPEX, OPEX), business plan, and/or cost/benefit discussion.	(15)
8. Professional audits/public involvement.	(15)
9. Overall quality: grammar, organization, succinctness.	(15)
10. Late Submission deduction	(-25 points/day late)
11. Recommended for publication in WERC Conference proceedings? (1 if yes, 0 if no)	(0 points)
<b>Total Points Possible</b>	<b>140</b>

### 1: Technical Report Rubric (For Desktop Division Teams) (Red = differs from rubric above)

	Points Possible
1. Executive summary quality; includes engineering basis for design and summary of results.	(20)
2. Complete process flow diagram (PFD) with mass and energy balances (or comparable)	(15)
3. Equipment and process selection based on in-depth research of process and equipment.	(15)
4. PFD includes all selected treatment processes and includes mass and energy balances	(15)
5. Discussion of scale-up. Must List all vendor sources and performance data.	(15)
6. Discussion of legal, health, and safety (worker and public) implications for entire process.	(15)
7. Economic analysis (CAPEX, OPEX) business plan, and/or cost/benefit discussion.	(15)
8. Professional audits/public involvement.	(15)
9. Overall quality: grammar, organization, succinctness.	(15)
10. Late Submission deduction	(25 points/day late)
11. Recommended for publication in WERC Conference proceedings? (1 if yes, 0 if no)	(0 points)
<b>Total Points Possible</b>	<b>140</b>

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### 2: Oral Presentation Rubric—Applies to all teams

	Points Possible
1. Professional delivery and effectiveness of presentation; apparent full-team participation	(20)
2. Effectiveness of audio-visual materials; inclusion of essential figures (process flow sheet, material balance, etc.)	(20)
3. Completeness of technical presentation: inclusion of key sections (technology alternatives, bench results/PFD, scale-up, business plan, health, safety, environmental regulations)	(20)
4. Discussion of results or justification and advantages of proposed solution.	(20)
5. Ability to answer judges' questions.	(20)
<b>Total Points Possible</b>	<b>100</b>

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Rubrics continued on next page.

<b>3: Bench Scale Rubric (For Bench-scale Demonstration Division Teams)</b>	<b>Points Possible</b>
1. Originality, craftsmanship, and suitability of the bench-scale construction.	(20)
2. Effectiveness, functionality, yield, and overall performance of demonstration	(20)
3. Completeness of the bench-scale process.	(15)
4. Cost effectiveness, processing time, ease of use, reliability, etc.	(20)
5. Potential for real-life implementation and scalability of bench-scale design	(15)
6. Safety, environmental & public health considerations, secondary waste generation, OSHA, ES&H plan, etc.	(20)
7. Bench-scale operation safety for team & visitors (Enter 0 for violations)	(5)
8. Poster/brochure: Effectiveness and organization in conveying overall message	(15)
9. Poster/brochure: Strength of graphic impact	(15)
10. Poster/brochure: Effectiveness and professionalism of students' discussion of poster	(15)
11. Communication and ability to address judges' questions	(20)
12. Poster material costs exceed \$250. Enter '0' if poster is cost-compliant	(Violation = -10)
13. Analytical test results (Used as a tie-breaker—No explicit points assessed)	
<b>Total Points Possible</b>	<b>180</b>

<b>3: Poster/Brochure Presentation Rubric (For Desktop Division Teams: )</b>	<b>Points Possible</b>
1. Originality and suitability of the planned design.	(20)
2. Reasonable estimate of effectiveness, functionality, yield, and overall performance of design (includes vendor sources and performance data).	(20)
3. Completeness of the design.	(20)
4. Cost effectiveness, ease of use, reliability, etc., of the planned design.	(20)
5. Potential for real-life implementation	(15)
6. Safety, environmental & public health considerations, secondary waste generation, OSHA, ES&H plan, etc.	(20)
7. Poster/brochure: Effectiveness and organization in conveying overall message	(15)
8. Poster/brochure: Strength of graphic impact	(15)
9. Poster/brochure: Effectiveness and professionalism of students' discussion of poster	(15)
10. Communication and ability to address judges' questions	(20)
11. Poster material costs exceed \$250. Enter '0' if poster is cost-compliant	(Violation = -10)
12. Analytical test results (Used as a tie-breaker—No explicit points assessed)	
13. <b>Total Points Possible</b>	<b>180</b>

## Scoring the Technical Report

- You will download and score the reports on your own time.
- Download the teams' reports from: [werc.nmsu.edu](http://werc.nmsu.edu) > Teams
- If you need help navigating the site, follow the detailed Judges' Guide to the Judging Site (Page 11, Part D)
- Teams were given the choice of using the traditional 1-column page formatting or importing their report into IEEE Template format (2 columns, ready for IEEE publication). You will likely see both formats among the papers that you score.
- **Caution!! Select the proper scoring rubric on the WERC site.** It is slightly different for the two Divisions. (See previous two pages for reproductions of the rubrics).
- Team reports should be arranged in one file in this order:
  - Cover page
  - Table of Contents
  - Executive Summary
  - Body of Paper (this will include an abstract only if the team is using the IEEE format)
  - References
  - Audits (Three audits: Health, Legal, Economics). Audits have no specific formatting requirements, but should be on company letterhead, if applicable.
- Comments. Enter comments for the teams in two places (if possible):
  - In-line comments in the body of the report (if team uploaded in .docx format)
  - Comment box on the WERC judging site. There is a Red "Comments" button at the top of each set of rubrics. Please click and enter your comments.
  - The teams need to learn from these and the universities need them for ABET accreditation.
- Recommendation for IEEE Proceedings. While reading each report, keep in the back of your mind the question: "Would I recommend this report to be considered for publication in the IEEE WERC Design Contest Conference Proceedings?"
  - The paper does not need to be perfect to be selected for the next stage of review; it only needs to have potential for publication, assuming that teams will correct their paper according to judges' comments.
  - After the contest, you will be asked to serve as a reviewer for the IEEE reports in your task.
- Award Recommendations. While reading each report, keep in the back of your mind the question, "Which paper would be most deserving of the Pollution Prevention/Energy Efficiency (P2/E2) Award?" The award recognizes the team that best utilizes the concepts of P2 (pollution prevention) and E2 (energy efficiency) in their solution.  
Primary considerations: Reduction/elimination of waste, greenhouse gases, hazardous materials; Conservation of water and air; utilization of sustainable materials; energy efficiency.

## Bench-scale Discussion and Poster Presentation Overview:

Both the Bench-scale Discussion and the Poster Presentations will be run the same way. We describe both below in tandem.

Judges should have handy:

- 1) Scoring Rubrics for the Bench-Scale Discussions (April 6) or for the Poster Presentations (April 13)
- 2) Each team's brochure, if they are using a brochure.  
Download at: [werc.nmsu.edu](http://werc.nmsu.edu) > TEAMS  
Teams asked to upload their brochure to the WERC judging site two days prior to their presentation.
- 3) A judge that cannot meet the schedule is asked to view a recording of the team's presentation.

The Bench-Scale Discussions and Poster Presentations are modeled after our on-site bench-scale demonstrations: Teams remain at their 'booth' and wait for judges to visit them. Judges arrive in smaller groups and spend approximately 30-40 minutes visiting with each team.

For the Bench-scale Demonstration Division, the teams will take you on a "tour" of their bench-scale apparatus. You will be able to ask them questions about design details and they can point to various parts of their apparatus.

Teams in both divisions will prepare printed material in advance (usually a poster, but we are allowing them their choice of a poster or a brochure this year) to use as a reference as they speak with the judges. The bench-scale discussions are historically the students' favorite part of the competition, and we have done our best to retain the flavor of the event.

## Bench-scale Discussion and Poster Presentation Logistics

1. Register in advance for the Bench-scale Discussions or Poster Presentations. (We will send you a link.)
2. After registration, you will be emailed a password and a link to the meeting.
3. Sign in at least 5-10 minutes prior to your scheduled time slot(s)
  - a. Breakout rooms are named after each team (such as 13-ACU-4).
  - b. Your host will broadcast a 5-minute warning prior to room closure at the end of a session.
  - c. A judge that cannot meet the schedule is asked to view a recording of the team's presentation.
4. Some judges have back-to-back visits and others have one or more 45-minute breaks between visits.
  - a. Judges with back-to-back visits should exit the team's room at least 5 minutes prior to the end of the scheduled session. Do not press "Leave the Meeting."
  - b. Judges with breaks between team visits may opt to sign out and sign back in prior to the next team visit. Those who stay logged in during breaks may either remain in the main session or may request to be placed in a room with other judges. Except for your first team visit of the day, judges will need to be manually placed in each team's room. Be prepared to tell the host the number of the next team you need to visit to facilitate this.
5. Everyone signs out when finished ("Leave Meeting")
6. Faculty Advisors may be present during the meeting and are allowed to record the session, but they should speak only to help teams with Zoom-related issues. Any attempt to "help" their team answer the judges' questions will result in a 20-point deduction per infraction.
7. Next steps for judges
  - c. Enter all scores and detailed comments at [werc.nmsu.edu](http://werc.nmsu.edu).
  - d. After the Bench-scale Discussions (April 6), read remaining reports in anticipation of the Oral Presentations.
  - e. After the Poster Presentations (April 13), attend the Judges' Meeting (April 14) to assign awards
  - f. Join us at the Awards Ceremony April 14 (optional)

## Oral Presentation Overview

Read carefully! Logistics are very different than for the Oral Presentations.

- All judges will attend the Oral Presentations for a given team at the same time.
- Judges remain in the Breakout room and teams come to their breakout room (the opposite of the Bench-scale Discussions and Poster Presentations).
- The presentations are Zoom meetings with the team sharing their screen using a slide show.
- A judge that cannot meet the schedule is asked to view a recording of the team's presentation.
- Watch for Zoom links to the:
  - Test/Rehearsal Meeting to ensure proper connectivity and understand Breakout Rooms.
  - Bench-scale Demonstrations (with Bench-scale Division teams)
  - Oral Presentation Meetings (with all teams)
  - Poster Presentation Meetings (with Desktop Division teams)
- Judges should have handy: Scoring Rubrics for the Oral Presentation (print out or online)
- To enter your scores, go to [werc.nmsu.edu](http://werc.nmsu.edu) > TEAMS; then click the Grading button.

## Oral Presentation Logistics

- 2) Register in advance for the Oral Presentations. (Wait for us to send you a link.)
- 3) After registration, you will be emailed a password and a link to the meeting.
- 4) Sign in early:
  - a. All participants should sign in at least 5-10 minutes prior to your start time:
  - b. The main session will open at least 30 minutes prior to the first presentation time slot.
  - c. Stay logged in for all team presentations, unless there is a break between presentations.
    - i. Set up your Virtual Background and check your sign-in name.
    - ii. All participants will enter the main Zoom meeting and be moved to their particular Breakout Rooms at the beginning of their start time. Do not be late.
    - iii. The Breakout Room Name will be the name of the task (Such as "Mining Tasks")
    - iv. Make sure that all who need it have recording capability before the session begins.
  - d. Faculty Advisors may be present during the meeting, but they should speak only to help teams with Zoom-related issues.
    - i. If an advisor comments on the teams' project or answer any of the judges' questions, there will be a deduction of 20 points per infraction.
    - ii. Advisors are allowed to record the session to use as a learning experience for their students at a later date.
- 5) Oral Presentation Schedule:
  - a. WERC plans to provide a timekeeper for the session.
  - b. 5 minutes for setup (sign in, confirm audio and video for each participant)
  - c. 16 minutes for the team's oral presentation (15 min. for content, 1 min. for transitions)
    - i. Only presenters will speak at this time. Judges remain silent.
    - ii. If there are technical delays that are not the fault of the team, extra time will be allowed for the presentation.
  - d. 10 minutes for Q/A from judges, minimum. This is a professional and friendly Q/A session. During this time, the judges work as advocates for the teams to help them explore implications of their designs in real-world applications.
  - e. 14 minutes to allow for potential technical delays. Extra time used for Q/A, if time permits.
  - f. End the Q/A 38 minutes after the scheduled meeting start time. The remaining 7 minutes of the meeting is reserved for goodbyes, for teams to log out, and for judges to make notes and start preliminary scoring.
  - g. Teams will leave the meeting at the end of the Q/A session

- h. Judges: For back-to-back sessions, judges remain in the Breakout Room to wait for the next team to enter. (For logistical reasons, at the beginning of a new session, the Host may send judges to the main session and immediately place them back in the Breakout Room—this is Zoom’s protocol for moving teams to your Breakout Room in the quickest way possible.)
  - i. Judges: We expect judges to have at least 7 minutes alone together after a team leaves your Breakout room. This time should be used for:
    - i. Reflecting upon the team’s presentation, jotting notes, recording preliminary scoring, etc.
    - ii. Scoring: Scoring and comments for all teams must eventually be entered online at [werc.nmsu.edu](http://werc.nmsu.edu). You decide the best way to make notes during the Oral Presentation. See scoring details in #6, below.
    - iii. Getting to know each other, asking questions about scoring guidelines, etc.
    - iv. Do not discuss your impressions of the team in ways that might influence the other judges’ scoring. Evaluations and comparisons of teams are reserved for the Judges’ Meeting (April 14).
  - j. Should technical delays take more than 15 minutes, the Judges’ Group Leader will re-schedule the session for a time later in the day.
- 6) Next steps for judges
- a. After the Oral Presentations, enter all scores and detailed comments at [werc.nmsu.edu](http://werc.nmsu.edu).
  - b. Prepare to attend the Poster Presentations on the following day (April 13).
  - c. Attend the Judges’ Meeting to discuss and assign awards (April 14)
  - d. Join us at the Awards Ceremony April 14 (optional)
  - e. Be available to review papers for WERC’s IEEE Conference Proceedings.

### 1. Remember you are part of a team of judges:

- a. The team includes members with different strengths and expertise
- b. Not everyone is technical or has the same focus, so judge based on your own expertise and experience – that will contribute to an overall balanced evaluation.

### 2. It is important for each judge to be self - consistent in scoring the different teams

- a. If you are consistent, then regardless of how other judges score the teams, your scores will give an accurate representation of your thoughts and an accurate relative score of the team for you. If each judge does that, then the scores will give an accurate composite score of each team's paper, orals and design.
- b. To help you be consistent, list the general criteria you think important. This might be 5 or 6 key points, i.e. good summary, good discussion, good process description, easy process, good data, good performance, minimal waste, etc. With those written down, you are always grading to the same criteria.
- c. This way you can more easily identify each team's performance as below or above your expectations in these categories. You now have ratings on 5-6 items of whether the team was below or above your expectations. This will help establish a consistent scoring for all teams.

### Make sure you have a differential in your scores

- a. If you give each team 4's in each category, for example, then your score for each team will be exactly the same, and you have essentially eliminated your score from consideration since your score will be a constant.
- b. Theoretically, a task with 4 teams should have at least one team above average, one below, and two in the middle, more or less. Try to make sure you have some differentials in your scoring so that your scores will actually discriminate between the different criteria, and the different teams.
- c. It is not uncommon to have a team that does well in one area and poor in another. Make sure that the areas that are good get scored well, and areas that are poor also get scored poorly.
- d. FINALLY, IF YOU GIVE THE FIRST TEAM YOU REVIEW ALL 5'S, AND THE NEXT TEAM IS BETTER, YOU HAVE NO WAY TO DIFFERENTIATE THE TEAMS AND YOU HAVE SET YOUR SCORING UP FOR FAILURE! SO BE CAREFUL ABOUT WHERE AND HOW OFTEN YOU GIVE 5'S.

### Paper Reviews

- a. The above suggestions will be used first in scoring the papers. This allows you a chance to try the concept of setting up your major priorities for scoring and being consistent. The papers always give a good indication of the level of detail and efforts by each team.
- b. In grading the papers, you will have more time to think about being consistent, have good variation in your scores, etc.

### Oral Reviews

- a. Please ask one question at a time, without 10 parts. At most, a question with two related parts. e.g., What did you use for your cost basis, and what are the relative values of capital and operating costs for your design? One question with two parts.
- b. After everyone has asked a question, then you can ask a second question.
- c. Hard questions are fine, the students learn from them, but they need to be fair questions; do not try to argue with the answer, or show you are smarter!
- d. PLEASE ASK THE QUESTION AS A QUESTION! PLEASE BE CONSIDERATE AND DO NOT MAKE A STATEMENT TO SHOW YOUR KNOWLEDGE. e.g., I did not see a cost analysis in your paper or presentation. Did you have an idea about what your costs might be? VS. YOU DID NOT PROVIDE A COST ANALYSIS, HOW COME.
- e. Do not deliberate the answers internally among the judges—there will be time for this after all teams finish. BE FRIENDLY AND CONSIDERATE to the teams. They will be nervous.

### Bench Reviews

- a. Students are generally more relaxed in the Bench-scale presentations. Give them a chance to talk about what they did. They will be excited to discuss.
- b. Be friendly and show respect for the students. People learn best when they are respected by their teachers. Be sure to bring all into the conversation.

## Award Categories

Each year, the WERC Design Contest and its sponsors award more than \$25,000 in prizes in the following categories.

1. **Task awards** (First, Second, Third Place; minimum amounts: \$2500-\$1000-\$500, respectively).  
*The number of awards will depend on the number of entries in each task.  
Awards are based on the judging rubric for written, oral, and poster/bench-scale components.*
2. **WERC Resources Center Pollution Prevention/Energy Efficiency Award** (\$500)  
*Recognizes the team that best utilizes the concepts of P2 (pollution prevention) and E2 (energy efficiency) in their solution.*  
  
*Primary considerations: Reduction/elimination of waste, greenhouse gases, hazardous materials;  
Conservation of water and air; utilization of sustainable materials; energy efficiency.*
4. **Judges' Choice Award** (\$500)
5. **Peer Award** (\$250). Pending—if adequate Zoom functionality is available. Competing students vote on their favorites.
6. **Terry McManus Outstanding Student Award**. (\$500-\$1000, according to funding).  
*All participating students are eligible for the Award. Recipients chosen based on letter from Faculty Advisor.*
7. **Flash Talk competition** (\$1000-\$500-\$250-200). Separate team of judges.

### This is where judges:

#### A. Register up to be a judge

1. A returning judge will sign up for each new contest. Information from previous years is not saved.
2. Signing up gives you access to scoring for all teams assigned to you. You will not be able to see other judges' scores.

#### B. Complete a profile

1. Indicate order of preference for judging tasks
2. Upload a photo and enter a bio to be published in the event guidebooks
3. Indicate size preferences for judges' gift
4. Indicate dietary restrictions and meals planning to attend (does not apply this year)
5. Enter emergency contact information (very important while on-site at contest)
6. Enter mailing address (very important this year, as we will be mailing something to you).
7. A judge's profile must be complete before the judge can gain access to score teams.
8. When completing the profile, be sure to click "Save and Submit."
  - a. Success will be indicated by a drop-down window appearing indicating success
  - b. If a required item is missing, items missing will be listed in red in three places:
    - i. At the top of the window
    - ii. Underneath the missing item
    - iii. Immediately below the "Save and Submit" button.
9. All items in the profile must be completed at one time in order to save the information.
10. The profile can be changed at any time after it is completed. (If you are in a rush and fill in garbage, note on your calendar to return later to complete it properly—Yes, we are human too.)

#### C. Find judging assignments.

When you receive email that judging assignments have been made, you may view your assigned teams:

- a. Log into your account
- b. Click on "TEAM"
- c. The teams you will be scoring will be on that page, along with each team's required reports.
- d. Team reports are accessed by clicking the blue button
  - i. If the button contains a red X, the assignment is not ready for scoring.
  - ii. If the button contains a green checkmark, the assignment is ready for scoring.
- e. Reports will not likely be ready until the due date for the assignment.

#### D. Read reports

After the report due date (you can check for reports earlier, but they will not likely be there):

- a. Log into your account
- b. Click on "TEAM"
- c. Look for assignments with a green checkmark on the button. They are ready for scoring.
- d. Click on the button that is ready for scoring.
  - i. The report will appear in a new browser window. You may read it from there or:
  - ii. You may download the report, if you prefer.
- e. To score the report, click on the red "Grading" button.

## E. Score reports—Finding the scoring panel

When you are ready to score a report for a specific team

- a. Log into your account
- b. Click on “TEAM”
- c. Click the red “Grading” button within that team’s scoring box
- d. The scoring window will open showing the team’s name.
- e. When you first get to this window, the Written Report scoring is automatically on the screen.
- f. If you want to score a different event, click in the wide box that has the down arrow at right (at this point, that box will say “1 Written Report”):
  - i. Click anywhere in the box and all scoring event options will appear.
  - ii. Click on the event that you wish to score. This year’s options:
    - a) Written report (Select between Bench-scale and Desktop Divisions)
    - b) Oral Presentation (Same for all teams)
    - c) Bench Scale Discussion (only for Bench-scale Division Teams)
    - d) Poster/Brochure Presentation—Desktop (only for Desktop Division teams)
  - iii. This will take you to the scoring rubric

## F. Scoring the reports—Enter scores

- a. Begin scoring the report by clicking the radio button corresponding to your chosen score.
- b. “Save and Submit” often. The WERC judging site has strict time limitations.
- c. When finished, click “Save and Submit”
- d. Wait for a confirmation that the scores were saved
- e. You may go back later and change the scoring at any time before the cutoff deadline.
- f. Click on the Crimson “Comments” button to enter detailed comments
  - a. Enter extremely detailed comments to help schools use the contest to meet ABET Requirements
  - b. See below for ABET’s list of student outcomes that universities must demonstrate

## G. ABET Student Outcomes—Please address in your comments

1. ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. ability to communicate effectively with a range of audiences
4. ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. ability to acquire and apply new knowledge as needed, using appropriate learning strategies.