



**MESA USA**  
**NATIONAL ENGINEERING DESIGN COMPETITION**  
**(NEDC)**  
**2022-2023**

**Designing for Equity in Your Community**

**Overview:**

In order to maximize each team's experience during this event, proper execution of all aspects of the judging process and event administration is very important. Although each MESA state may elect to present this event in different format(s), the MESA USA host site and the corresponding National Event Planning Committee will adhere to the information outlined in this document.

**MESA USA Code of Sportsmanship:**

At all times during the course of this event, MESA students, staff, advisors, and supporting family members should act in a professional and courteous manner. All judges' decisions are final. Staff, advisors, and parents shall not engage judges during the event. Students are responsible for interacting with judges as required.

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## **Introduction**

**Simply stated, *Designing for Equity* means designing to minimize or eliminate barriers to opportunities for success. Designing for equity in your community allows the opportunity to think globally and act locally.**

According to the World Health Organization, equity is the absence of avoidable or remedial differences. Those differences can be defined socially, physically, physiologically, geographically, economically, or demographically. Given the current state, *Designing for Equity in Your Community* has never been more important.

The Creative Reaction Lab, explains that “Equity-Centered Community Design is a unique creative problem solving process based on equity, humility-building, integrating history and healing practices, addressing power dynamics, and co-creating with the community. This design process focuses on a community’s culture and needs to create a future with equity for all. ...Through Equity-Centered Community Design, we are building and supporting an emerging movement of equity designers who take on systems with self- and systemic-awareness of oppression, creativity, and action. These designers—students, activists, organizers, educators, government staff, hospital workers, and beyond—seek to disrupt and dismantle these challenges in, and with, their communities: school, city, family, culture, and so on.”

## **Competition Overview**

The theme for the 2022-23 MESA USA National Engineering Design Competition is: ***Designing for Equity in Your Community***.

For this project, student teams will identify an individual or group who experiences some type of inequity (i.e., a user). Teams will employ human-centered design practices to engineer a solution. Teams **must use a coding component** as the main component of their design. Teams must use a **community centered** issue for their project.

Examples of *Designing for Equity in Your Community* can be (but are not limited to) projects that address:

- A physical or learning disability;
- Food scarcity;
- Access to healthcare;
- Access to clean water or other resources;
- Access to employment or education; or
- A social inequity.

Each competing team must consist of 2-4 students who are active members of a MESA program affiliated with the MESA USA national organization. Solutions and recommendation(s) for next steps will be presented at the MESA USA National Engineering Design Competition. The first place middle and high school teams from State events will participate in the national competition. This National Competition event will occur in June 2023 in New Mexico.

## Competition Components

The components listed below will be used to assess the effective implementation of a human-centered design approach in the context of designing for equity, effective implementation of the engineering design process, and the functionality of the prototype.

High school and middle school teams selected to participate in the National Competition will compete in the four components below:

1. **Design Brief** - The objective of the Design Brief is to provide a brief, non-technical overview of the entire project. Students must use the provided Design Brief Template (see Appendix).
2. **Technical Presentation and Interview**- The objective of the Technical Presentation and Interview is to provide an overview of the prototype functionality including a technical explanation of the mechanical operations, software operations, and integration of the two. Students will deliver a short presentation, which includes a demonstration of the functionality of the prototype, followed by a question and answer session with judges.
3. **Poster and Symposium** - The objective of the Poster is to provide an overview of the project, highlight key points of the design process, discuss relevant testing and data collection, present the resulting prototype, and share recommendations for further development. Students will prepare a printed academic poster, which will be used during a public poster symposium to provide an overview of the project and the prototype.
4. **Prototype Pitch** - The objective of the Prototype Pitch is to convince the audience that the design meets the user’s needs and has value as a product to address an issue of inequity. Students will prepare a creative, engaging presentation to pitch their prototype to an audience, including a group of judges. The presentation should define the problem; should show how they address the theme of *Designing for Equity in Your Community*; provide a detailed description of the user and their needs; discuss current solutions to the problem and their weaknesses; and provide a demonstration of their prototype highlighting its advantages.

MESA USA strongly encourages teams to participate in all components at state-level competitions. However, states may opt not to do all components or alter some requirements for their local and state events as needed. Individual states will determine the dates and location of their respective events. Teams participating in the National Competition must compete in all four components described above.

## Scoring Summary

At the National Competition, awards will be presented for each component of the competition. Overall ranking will be based on the total score, which is derived by adding the scores for each component. Below is a summary of the point values for each component:

<b>Design Brief</b>	<b>50 points (15%)</b>
<b>Poster Symposium</b>	<b>75 points (23%)</b>
<b>Technical Presentation &amp; Interview</b>	<b>100 points (31%)</b>
<b>Prototype Pitch</b>	<b>100 points (31%)</b>
<b>Total</b>	<b>325 points (100%)</b>

The guidelines that follow and the scoring sheets at the end of this document provide detailed information about judging criteria.

The MESA USA NEDC reserves the right to present additional awards at the National Competition based on different criteria than raw point score.

### **Continuing Projects**

MESA USA recognizes that there is both an interest in and benefit for student teams to continue work on a project started in previous years. However, all projects must be new and original. Teams cannot continue working on a project started in previous years.

### **Plagiarism Policy**

Academic honesty and personal integrity are essential to ensure future success as college students and STEM professionals. As such, MESA USA expects that the work presented as a part of the National Engineering Design Competition will be solely the work of the students. If the work or ideas of another are used to further students' work, proper credit must be given to the owner. Failure to do so will result in an act of plagiarism. If it is determined that a student committed plagiarism, they will be disqualified from the competition and they will be ineligible to receive any awards. They may also risk further sanctions from MESA USA and/or their MESA state organization.

## **Design Brief**

**Objective:** The Design Brief provides a brief, non-technical overview of the entire project. The design brief is a short document that can be used alone or as support during the pitch, technical interview presentation, and poster symposium to provide the reader with enough information about the project to:

- identify the inequity being addressed;
- understand the target user and the challenges they face that inspired the project;
- state the project goals;
- provide a general idea of the prototype and its key features;
- relay the current status of the project;
- convey the expected impact for the user and how perceived inequities are relieved;
- reflect on the team’s experience implementing the Human Centered Design Process.

**Format:** Teams **must** use the Design Brief Template (see Appendix). The template is available as a word document and google doc. **When completed, teams must save as a PDF and submit the PDF for competition.**

**Required Elements** (see the sample brief for examples of each element):

1. **Project Title:** The title should be creative and descriptive. Readers should get a sense for what the project is about and want to read more.  
(25 word maximum)
2. **Project Purpose:** In one or two sentences, identify the inequity being addressed and explain what this project intends to do.  
(50 word maximum)
3. **Abstract:** In one paragraph, provide a brief overview of your project. The abstract should:
  - a. Introduce the user. Describe the people who will benefit from the project and any unique situations they face.
  - b. Discuss the inequity the user faces. What barriers exist that limit their opportunities for success?
  - c. Explain how the proposed solution addresses the inequity and helps the user. How will this project reduce or eliminate the barrier(s)?  
(200 word maximum)
4. **User Research:** Discuss key information about the users gathered through your research, interviews, and ongoing discussion with the user throughout the project. Research should identify how many people are affected and share data about how their lives are impacted and can be improved by addressing the inequity. The information shared here should be directly connected to the user’s needs, insight, goals, and prototype descriptions that follow. What did you learn about the user and the barriers they face?  
(200 word maximum)

5. User Insight: Discuss your team’s understanding of the experiences, emotions, and motivations of the users, i.e., share the struggles, fears, and frustrations the inequity causes the user. This insight should inform the rest of the project and help the reader have a deeper understanding of the inequity the user faces. How do the barriers affect the user?  
(200 word maximum)
6. User Needs: Develop a specific list of the user’s needs produced from user insight. Include specific functions or features required by the user. The needs should be reflected in the project goals that follow. What must be included to help the user overcome the barrier?  
(100 word maximum)
7. Project Goals: List specific goals you want your project to address. Describe how they will meet the user’s needs and address inequities faced by the user. Meeting these goals should be reflected in the key features and graphic(s) provided. What do you want the project to do to help the user?  
(100 word maximum)
8. Key Features of Design: List key features that illustrate how the design will meet project goals. How will the project help the user?  
(200 word maximum)
9. Impact: Discuss how the design helps the user overcome the inequity. Include impact statements from the user. Impact should connect to the project goals. Does the project help the user? How? What did they say when they used it?  
(200 word maximum)
10. Status of Project: Describe the current status of the project, including feedback on design from the user, and discuss potential next steps. What does the project do now? What would you like to work on in the future?  
(200 word maximum)
11. Reflection: Show that the team has an increased understanding of human-centered design. Examples of personal growth and insights gained about designing for others and helping them overcome challenges should also be included. What did you learn about designing for others?  
(200 word maximum)
12. Prototype Graphic: Include a single (1) graphic with key features. It should be easy to understand and key features should be adequately labeled. The reader should have a general understanding of how the prototype functions by looking at the graphic. The graphic must be no larger than 8.5” (h) x 7.5” (w). The graphic may contain up to four views of the design. Graphics larger or with more views will receive a score of zero.

### **Deadline for Design Brief:**

- *Local/State competitions:* Check with your local MESA office about the procedure for submitting the design brief to local/state competitions.
- *National Competition.* For teams advancing to the national competition, the design brief must be sent via e-mail to MESA USA before 4:00 pm in your local time zone, on **June 2, 2023** (subject to change). Briefs should be submitted by a student team member. Students should copy their teacher and NEDC Rules committee state representative. The briefs will be judged and scored prior to the National Competition. Late submissions will be assessed a 10-point deduction. **NO EXCEPTIONS.** No submissions will be accepted after **June 5, 2023** (subject to change).
- Design briefs **MUST** be submitted in Portable Document Format (.PDF). Teams shall ensure the submitted final brief can be opened using Adobe Reader (10.0 or newer) on a laptop/desktop/mobile device and that it matches your original document. A PDF version of the completed design brief must be e-mailed to: MESA USA at [mesanedc@gmail.com](mailto:mesanedc@gmail.com). Check the MESA USA national website at <https://nedc.mesausa.org/> for further information. Reports submitted in a format other than PDF will be assessed at 10-point penalty. No exceptions.
- *Please note that MESA is not responsible for any internet service delays, misdirected submissions, or other technical difficulties. It is the responsibility of the student team members to ensure that the brief is delivered successfully in the proper format and proper size by the deadline. Therefore, submission of materials well in advance of the above-listed deadline is strongly recommended.*

## **Technical Presentation and Interview**

**Objective:** The Technical Presentation and Interview allows judges the opportunity to determine student knowledge of their project, gain information about the design process the students used during the project, and determine the viability of the design for the user. **A technical presentation has a different focus than a pitch, and therefore, this presentation should be different from the Prototype Pitch component of the National Engineering Design Competition.**

Students will organize and deliver a focused, coherent presentation to provide an overview of the development of their design (including research, experimentation, iterations, and conclusions), the technical components of their design, and the functionality of the prototype. The presentation should provide an overview and demonstration of the prototype functionality as well as include an explanation of the mechanical operations, software operations, and the integration of hardware and software. After students present, judges will follow up with a Technical Interview.

Students can use their choice of support materials including, but not limited to, their design brief, poster, prototype, and other relevant materials as support during the Technical Presentation and Interview session. Displays and speeches must be the original work of the students.

### **Required Elements:**

The technical presentation is a summary of the technical aspects of the project and the interview is a discussion with the judge panel. Together, they should address:

1. Background Information:
  - a. Who is the user and what are the user's needs?
  - b. How does this project fulfill the user's needs?
  - c. How does the design address an issue of inequity?
2. Engineering Design Process:
  - a. What was your team's methodology and process?
  - b. What were any major challenges and any correlating solutions?
  - c. What were the major design choices and how were they influenced by the user?
  - d. How did the results of testing inform iterations of the design?
  - e. How did the iterations of the design evolve during the project?
3. Description of Design:
  - a. How does the design function mechanically?
  - b. How is the selected microprocessor integrated into the design?
  - c. How does the software function?
  - d. How does the device receive input and produce output?
  - e. What is the rationale for selected materials and technology?
4. Conclusion and Recommendations:
  - a. What is your final assessment/evaluation of your prototype?
  - b. What is the potential impact of the product on the user's life?
  - c. What are the next steps for the implementation of your project?
  - d. Are there any suggestions for improvement and/or redesign?
5. Prototype Demonstration:
  - a. Teams must have a working prototype. If not, some areas will not be able to be scored.
  - b. Teams must be able to adequately discuss their prototype design, including unique features of the design, and demonstrate the function of the device.
  - c. Teams should demonstrate the usability of the prototype and how it meets the needs of the user.

### **Technical Presentation and Interview Rules:**

1. Teams will be randomly selected to determine order. Students must conduct presentations and interviews in the order drawn. No exceptions or late arrivals are allowed.
2. The Technical Presentation and Interview session will last a maximum of 20 minutes. Teams will have up to 10 minutes to deliver a technical presentation and demonstrate the prototype (presentation time). The remaining time will be used for a technical interview (interview time) with the panel of judges.
  - a. Judges will notify teams when they have 1 minute remaining in the presentation time (at 9 minutes). At 10 minutes the presentation will be stopped. Teams are allowed to incorporate time for judges to interact with their prototype, but the interaction must be concluded within the time allotted for the presentation.
  - b. If the team is finished with their presentation before 10 minutes, the team will give an indication to judges that they are ready for the interview portion of the session to begin.
  - c. Judges will announce when there are 3 minutes, and 1 minute remaining in TOTAL time (at 17 minutes and 19 minutes).
3. Teams are to use support material during the technical presentation and interview.
  - a. Teams are strongly encouraged to use support materials such as their design brief, poster, engineering notebook, code, or other visual aids as needed to supplement their technical presentation and interview.
  - b. Teams are not allowed to use electronic presentations during their technical interview (ex. Powerpoint, Prezi, etc).**
4. Judges will be given a set of prompting questions to use during the technical interview. Questions will typically focus on gaining clarification about the team's project, gathering specific details about information the team presents, or will be in alignment with the major content areas of: Usability, Team Objective, Engineering Design Process, Materials and Technology, Data, Conclusions and Recommendations, and Support Materials.

### **Materials Provided:**

- Printed poster for display (at National Competition).
- Table for display and/or demonstration.
- Electricity will be available for the Technical Presentation and Interview.
- Wireless internet may be available, but is not guaranteed.

## Poster and Symposium

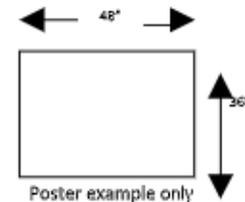
**Objective:** The objective of the poster is to provide an overview of the project, highlight key points of the design process, discuss relevant testing and data collection, present the resulting prototype, and share recommendations for further development. Students will participate in a poster symposium at the National Competition. Teams will display their posters and prototypes and be available to discuss their designs and answer any questions. This event will be open to all event attendees and will provide an opportunity for student teams to interact with one another and learn more about each other's projects.

The team's Design Brief, Engineering Design Notebook, prototype, and other support materials should be available during the Poster Symposium. Electronic media is not allowed.

### **Required Elements:**

All sections should use as few words as possible to adequately present the information. Any section requiring written explanation should be succinct. Generally, it is encouraged to use bullet pointed lists instead of text in paragraph form.

1. **Size and Type:** Teams must design a single poster for the National Competition. **It will be printed by the host state for use during the competition.** The maximum size of the poster is 36" (height) by 48" (width). The minimum size is 24"(height) by 36" (width).
  - a. State and local events may opt to allow tri-fold presentation boards with maximum dimensions of 36" x 48".
  - b. State and local events will determine how to receive poster and if/who is responsible for printing.
2. **Title:** Posters should include a title at the top. This section could include:
  - a. A take away for people who read the poster.
  - b. An identifier for the project.
3. **Team Section:** Must be present and include the following:
  - a. School name.
  - b. Grade level (Middle School or High School).
  - c. State (optional at state and local events).
  - d. Team members' names.
4. **Logo:** An Official MESA logo must be included (contact your state office for an official logo). For the National Competition, the logo **MUST** be the MESA USA logo.
5. **Problem Statement:** This defines the problem to be addressed. This section could include:
  - a. Description of problem(s) addressed by prototype.
  - b. Description of users for whom the prototype is designed.
  - c. Scope of the project and any priorities in design.
6. **Objective:** This defines how the problem is being addressed. This section could include:
  - a. Primary objectives being addressed.
  - b. Any secondary objectives being addressed.
7. **User Requirements:** This section describes the needs of the user and how your prototype meets those needs. This section could include:
  - a. Graphic explaining requirements.
  - b. Bullet point list of requirements.



- c. **High School Teams Only:** Address any implicit requirements. For example, if your client wants to live in Alaska the entire year, an implicit requirement is that it needs to work in below freezing temperatures.
8. **Prototype:** A picture/schematic of the prototype. This section could include:
  - a. Short descriptions of important pieces of the prototype using callouts or short lists.
  - b. Highlights of the device and labeling of main parts.
  - c. Unique elements of prototype.
9. **Design Process:** A graphic that shows the team’s design process, including specifics. A general Engineering Design Process is NOT allowed. It must be specific to your team's design process. This section could include:
  - a. Flow chart with steps for the team’s iterative process.
  - b. Engineering Design Process with specific steps outlined.
10. **Design Iteration:** A graphic or list that shows multiple iterations of the design process with changes made in each adaptation of the prototype. This section could include:
  - a. Flow chart that shows changes for iterations of the prototype after testing.
  - b. Bullet pointed list that shows changes for iterations of the prototype after testing.
11. **Testing Process:** A graphic or list that describes how the team tested the prototypes. This section could include:
  - a. Specific tests used.
  - b. Tests with users.
  - c. User feedback.
12. **Visual Data (Minimum of 2):** The relevant data that helped drive the prototype. This section could include:
  - a. Line graphs.
  - b. Circle graphs.
  - c. Bar graphs.
  - d. Tables.
  - e. Descriptions of successes and failures of prototype.
13. **Visual Element:** A graphic that describes any other important factors/elements in your prototype. This section could include:
  - a. Decision tree.
  - b. Design matrix.
  - c. Key elements not addressed in other sections.
14. **Results:** The end result of the prototype. This section could include:
  - a. Summary of results.
  - b. How the prototype improves the user’s capabilities because of the prototype.
  - c. Changes to the user’s experience in the world.
15. **Conclusions:** Description of the final takeaways for the user. This section could include:
  - a. Success and/or failure to meet primary and secondary objectives.
  - b. Next steps for project.

**Materials Provided:**

- Easel, ample wall space, or cafeteria-style table (approximately 30” x 72” x 29”). If a table is provided, teams will need to supply their own poster stand (State and Local Competitions).

- For the National Competition, the poster will be printed by the host state and table/board will be provided for display.

**Deadline for Poster:**

- *Local/State competitions:* Check with your local MESA office about the procedure for submitting the design brief to local/state competitions.
- *National Competition.* For teams advancing to the national competition, the poster must be sent via e-mail to MESA USA before 4:00 pm in your local time zone, on **June 2, 2023** (subject to change). Briefs should be submitted by a student team member. Students should copy their teacher and NEDC Rules committee state representative. The briefs will be judged and scored prior to the National Competition. Late submissions will be assessed a 10-point deduction. **NO EXCEPTIONS.** No submissions will be accepted after **June 5, 2023** (subject to change).
- Posters **MUST** be submitted in Portable Document Format (.PDF). Teams shall ensure the submitted poster can be opened using Adobe Reader (10.0 or newer) on a laptop/desktop/mobile device and that it matches your original document. A PDF version of the completed poster must be e-mailed to: MESA USA at [mesanetc@gmail.com](mailto:mesanetc@gmail.com). Check the MESA USA national website at <https://nedc.mesausa.org/> for further information. Reports submitted in a format other than PDF will be assessed at 10-point penalty. No exceptions.
- The poster will be printed by MESA USA for the National Event. Ensure that the size requirements are part of the submitted pdf. Posters will be printed from the submission, no exceptions.

**Please note that the host and Head Judge are not responsible for any internet service delays, misdirected submissions, or other technical difficulties. It is the responsibility of the student team members to ensure that the poster is delivered successfully in the proper format and proper size by the deadline.**

## **Prototype Pitch**

**Objective:** The objective of the Prototype Pitch is to convince the audience that the design meets the user’s needs and is equitable in its design. Students will prepare a creative, engaging presentation to pitch their prototype to an audience, including a group of judges. Be in a “shark tank” or “info-commercial” mindset. The presentation should define the problem; provide a detailed description of their user, inequity addressed, and their needs; discuss how their product is innovative; and provide a demonstration of their prototype including highlighting its advantages. The pitch should be non-technical. Technical information will be addressed in the Technical Presentation. Prepare a complete presentation as questions will not be allowed.

**A pitch has a different focus than a technical presentation, and therefore, this presentation should be different from the Technical Interview component of the National Engineering Design Competition.**

### **Required Elements:**

1. User Introduction and Problem Addressed:
  - a. Describes the user
  - b. Describes the inequity the team is solving and its impact on the user
  - c. Describes how design requirements keep target users in mind
  - d. Discusses how user input supported design choices
2. Product:
  - a. Defines the proposed solution through the prototype
  - b. Describes how the solution promotes equity in the user’s lives
  - c. Explains the originality and innovativeness of their design
3. Demonstration of the Prototype:
  - a. Explains key features
  - b. Explains how design meets user’s needs
  - c. Team may do a live or recorded demonstration of the prototype
  - d. Team describes or illustrates the user's reaction
4. Overall Quality of the Presentation:
  - a. Engaging presentation
  - b. Presentation skills – the team is prepared, and their voices can be clearly heard
  - c. Introduction and participation from all team members
  - d. Team’s interest – explanation of why the team chose this project and why it is important to them personally
  - e. Closing statement - the speech ends with a final statement that summarizes the user, problem, and solution in a memorable manner

**Pitch Rules:**

1. Teams will have 3 - 5 minutes to present. A 5-point deduction will be assessed for being either under or over the allotted time. Judges will provide time signals to presenters at 1 minute before the 5-minute limit and every minute thereafter. After +2 minutes (a total of 7 minutes), judges will stop the presentation.
2. The pitch will be open and shared to the public. States may opt for private sessions at state and local events.
3. Teams will present a prototype pitch to the audience, which will include a group of judges.
4. Teams are encouraged to bring additional audio and visual aids to enhance their presentation.
5. Teams will be randomly selected to determine the order of presentations. Teams must give their pitches in the order drawn. No exceptions or late arrivals.

**Materials Provided:**

- A projector and laptop with PowerPoint and internet access.
- Wireless presentation remote.
- Access to electricity.
- Cafeteria-style table (approximately 30" x 72" x 29").
- Special requests for other materials will be considered, but are not guaranteed.



School: \_\_\_\_\_ MS HS State/Center: \_\_\_\_\_

<b>Design Brief Rubric:</b>	LEVEL OF MASTERY					
	Exceptional (5 points):	Excellent (4 points)	Met Criteria (3 points)	Fair (2 points)	Poor (1 point)	Not Present (0 points)
<b>Project Title:</b> Title is present						
<b>Project Purpose:</b> Simply identifies the inequity being addressed and explains what this project intends to do.						
<b>Abstract:</b> Adequately describes the people who will benefit from the project and the challenges they face. Discusses the inequity being addressed. Describes the proposed solution and the solution appears to adequately address the challenges described						
<b>User Research:</b> Adequately discusses key information about users gathered through research, interviews, and ongoing discussion. Provides a good understanding of who is affected and how it affects them.						
<b>User Insight:</b> Demonstrates a good understanding of the experiences, emotions, and motivations of the users. Provides a good understanding of the struggles, fears, and frustrations the inequity causes the user.						
<b>User Needs:</b> A specific list of needs produced from the user insight is provided. Includes specific functions or features required by the user.						
<b>Project Goals:</b> A specific list of the project goals is provided. Goals describe how they will meet the user's needs and address inequities faced by the user.						
<b>Key Features of Design:</b> The list of the key features illustrates that design adequately meets project goals.						
<b>Impact:</b> Discussion adequately describes how the design addresses inequities for the user and/or removes barriers. Includes impact statements from potential users.						
<b>Status of Project:</b> Adequately examines the current status of the project and discusses potential next steps. Includes feedback from users.						
<b>Reflection:</b> Demonstrates an increased understanding of human-centered design. Discusses personal growth and insights about designing for others and helping users overcome challenges.						
<b>Prototype Graphic:</b> Includes a single graphic that is easy to understand and key features are adequately labeled. Graphic is no bigger than 7" x 9.5" and has no more than 4 views of the design. Views are clear and readable without zooming in.						
<b>COLUMN TOTALS:</b>						
<b>TOTAL:</b>						

Judge Name: \_\_\_\_\_

School: \_\_\_\_\_ MS HS State/Center:

Technical Presentation and Interview Rubric: Pg. 1	LEVEL OF MASTERY					
	Exceptional (5 points)	Excellent (4 points)	Met Criteria (3 points)	Fair (2 points)	Poor (1 point)	Not Present (0 points)
<b>Design Overview:</b> The team adequately articulates how their design addresses an issue of inequity. The team includes a general overview of the issue their product addresses, as well as specific information detailing how their design provides a solution to the issue.						
<b>Design Knowledge:</b> The team demonstrates adequate knowledge of the project. All design elements are intentional and thought out.						
<b>Usability:</b> The team can adequately articulate prototype instructions and purpose. Judges can understand how the prototype is used by the user.						
<b>Prototype Demonstration:</b> During the presentation time, the prototype is working and can be demonstrated effectively with ease.						
<b>Project Impact:</b> The presentation, without additional clarifying questions, highlights the importance of the project and future impact as it relates to the user.						
<b>Materials:</b> All materials are appropriate for design and for use by the user. Team is logical in material usage and budget consideration. Team can articulate and is knowledgeable about the rationale and purpose for materials used.						
<b>Technology Usage: Sensors, Wiring, Breadboard, Applications, 3D Modeling/Printing, Etc.:</b> All technology is appropriate for the design. The team can articulate and is knowledgeable about all technology used. Rationale for selection of hardware components used is conveyed adequately. This can include any mechanical design considerations.						
<b>Coding Platform:</b> The use and integration of coding platform (ie. microprocessor, application, website, sensors, etc) is innovative, effective, and relevant to the project. The input and output functions are specifically designed and appropriately utilized to meet the user's needs.						
<b>Software, Programming Logic Flow:</b> The team's code is logical. The team can explain with adequate detail, their programming logic, their coding choices, and any modifications they made to existing code.						
<b>Code:</b> Full coding used is available for view and integrated into the presentation. Code is commented and functions are understandable by the audience. The presented code has elements of originality and shows ownership by the student team.						
<b>Data Collection, Input:</b> The selected technology efficiently and effectively collects input data. The prototype is able to process input data appropriately. The team can convey what data the device collects and/or what variables are used to result in an output. This includes knowledge of code and hardware.						
<b>Data Response, Output:</b> The selected technology responds to data efficiently and effectively. Output is appropriate. The team can convey the output process and what happens during use of the prototype. This includes knowledge of output code and hardware.						



Technical Presentation and Interview Rubric: Pg. 2	LEVEL OF MASTERY					
	Exceptional (5 points):	Excellent (4 points)	Met Criteria (3 points)	Fair (2 points)	Poor (1 point)	Not Present (0 points)
<b>Engineering Design Process:</b> The team adequately conveys their methodology and process, including the research, planning, creation, testing, and improvement phases.						
<b>Challenges and Solutions:</b> The team adequately conveys their project challenges and correlates solutions through presentation or interview. The team is able to incorporate how the Engineering Design Process informed their solutions						
<b>Testing and Design Choices/Iterations:</b> Multiple tests were conducted, documented, and used to improve the design. The team is able to convey testing conditions, variables, and results of most tests. All testing was appropriate for their project. The team can convey how the tests helped to inform their design choice(s).						
<b>Conclusions and Recommendations:</b> The team is able to effectively present their final product and discuss conclusive findings, limitations, next steps, and recommendations for further development through presentation or interview. The team is able to incorporate how their tests resulted in their conclusions and discuss the future impact of their project.						
<b>Presentation Skills:</b> The team displays relaxed, self-confident nature and is mostly free of fidgeting and/or nervous movement. Body language was appropriate and did not detract from presentation. The team uses direct eye contact and holds the audience's attention. The team shows enthusiasm and can verbally convey knowledge about the topic during the presentation and interview session. Team members speak in clear voices and use technical terms correctly.						
<b>Support Material:</b> The team is able to effectively use support materials (e.g., poster, logic diagrams, engineering notebook, etc.) to increase the audience's understanding of the project.						
<b>Response to Questions:</b> The team's responses to technical questions demonstrate adequate technical knowledge of the concepts and processes used in the project.						
<b>Team Contribution:</b> All members contribute equally to the presentation and to answering questions. The team has shown that all members have contributed to the overall project equally by showing adequate skill and knowledge.						
<b>COLUMN TOTALS:</b>						
<b>TOTAL:</b>						

Judge Name: \_\_\_\_\_



School: \_\_\_\_\_ MS HS State/Center: \_\_\_\_\_

Poster Rubric: Pg. 1	LEVEL OF MASTERY					
	Exceptional (5 points)	Excellent (4 points)	Met Criteria (3 points)	Fair (2 points)	Poor (1 point)	Not Present (0 points)
<b>Problem Statement:</b> The team adequately identifies the user and defines the problem being addressed in 30 words or fewer.						
<b>Objective:</b> The team provides a bulleted list of the primary objectives and any secondary objectives of the project, including all factors being addressed.						
<b>User Requirement:</b> A graphic or list adequately shows requirements identified by the user. Middle school teams need to address explicit requirements. High school teams need to address explicit and implicit requirements.						
<b>Prototype:</b> A graphic of the prototype is present and adequately highlights innovations and/or important components of the design.						
<b>Prototype Detail:</b> Main components are labeled, and functionality is clear. Titles and descriptions are included. If needed, a scale is present.						
<b>Design Process:</b> A graphic display adequately describes the team’s design process.						
<b>Design Iteration</b> – A visual representation of multiple prototype iterations adequately details key changes that led to the final design.						
<b>Testing Process:</b> An adequate description of the testing processes/procedures is included.						
<b>Visual Data 1:</b> A graph and/or table adequately presents relevant information from the results of testing and increases the observer’s understanding of the project.						
<b>Visual Data 2:</b> A graph and/or table adequately presents relevant information from the results of testing and increases the observer’s understanding of the project.						
<b>Visual Elements:</b> Visual material included on the poster enhances the observer’s understanding of the project.						
<b>Results:</b> The team adequately describes how the prototype works to achieve equity for the user.						
<b>Conclusions:</b> The team includes an adequate assessment of how well their project meets the user requirements. The team adequately describes improvements they would make if continuing this project.						
<b>Readability:</b> The poster is easy to read and has a balanced amount of graphics and text.			<b>Graphics:</b> About half <b>Text:</b> Concise	<b>Graphics:</b> Some <b>Text:</b> About half	<b>Graphics:</b> A few <b>Text:</b> More than half.	Mostly text
<b>Title:</b> A title is included.			Creative & Memorable	Sufficiently Explanatory	Simple Summarization	None
<b>COLUMN TOTALS:</b>						
<b>PART 1 TOTAL:</b>						



<b>Poster Rubric: Pg. 2</b>	
<b>PART 2: BASIC REQUIREMENTS – 1 POINT EACH IF PRESENT</b>	
<b>Size:</b> No more than 36" x 48" and no less 24" x 36"	
<b>School Name included</b>	
<b>Team Member's Names included</b>	
<b>Official MESA logo included</b>	
<b>PART 2 TOTAL:</b>	
<b>TOTAL (PART 1 + PART 2):</b>	

Judge Name: \_\_\_\_\_



2022-2023 MESA USA  
National Engineering Design Competition  
Designing for Equity in Your Community

School: \_\_\_\_\_ MS HS State/Center: \_\_\_\_\_

Prototype Pitch Rubric:	LEVEL OF MASTERY					
	Exceptional (5 points):	Excellent (4 points)	Met Criteria (3 points)	Fair (2 points)	Poor (1 point)	Not Present (0 points)
<b>Intro of Team:</b> Team introduces themselves.				Yes		No
<b>Problem Being Addressed:</b> Team explains the inequity the prototype is addressing (i.e. problem) to increase understanding of the user(s) need(s) and the solutions. (x2 points)	10	8	6	4	2	
<b>User Description:</b> User is identified, and an adequate profile is provided including community background						
<b>User Impact &amp; Needs:</b> Team explains the potential impact of their product to the user and how it meets the user's needs in terms of aesthetics, functionality, ease of use, cost, or other needs such as the user's physiological, safety, or psychological needs. (x3 points)	15	12	9	6	3	
<b>User Input:</b> Team adequately describes how user input supported or influenced <i>initial</i> design choices.						
<b>Innovation:</b> Team explains how their solution is innovative or original and explains how their solution was designed.						
<b>Key Features of Design:</b> Team provides high-level prototype overview (i.e. non-technical) and describes key features of their design and how those features contributed to their solution. (x2 points)	10	8	6	4	2	
<b>Equity in Design:</b> Team explains how their solution promotes equity in their community. (x2 points)	10	8	6	4	2	
<b>User Feedback:</b> Team describes how the user was involved in prototype testing and how user feedback informed design modifications.						
<b>Demo:</b> Team demonstrates the prototype (either live or simulation) and how it will be used by the user. A video of the user using their prototype is also acceptable. (x2 points)	10	8	6	4	2	
<b>User Reaction:</b> Team describes or illustrates user's reaction to prototype (testimonial, video, etc.).						
<b>Closing Statement:</b> Team ends presentation with a memorable closing statement.						
<b>Delivery &amp; Organization:</b> Team delivers an engaging presentation. Presents ideas and information effectively.						
<b>Presentation Skills:</b> Team appears prepared and voices can be heard.			Good	Average	OK	No
<b>Participation:</b> All team members participate appropriately.				Yes		No
<b>Team's Interest:</b> Team explains why they care about solving this problem for their user.			Good	Average	OK	No
<b>COLUMN TOTALS:</b>						
<b>Time Penalty:</b> Team's presentation was under or over the 3-5 minute time limit (-5 points)						
<b>FINAL TOTAL (100 pt max):</b>						

Judge Name: \_\_\_\_\_



School: \_\_\_\_\_ MS HS State/Center: \_\_\_\_\_

<b>OVERALL SCORE</b>	
DESIGN BRIEF SCORE (x/50 points):	_____ /50
POSTER (x/75 points):	_____ /75
TECHNICAL PRESENTATION AND INTERVIEW (x/100 points):	_____ /100
PROTOTYPE PITCH (x/100 points):	_____ /100
<b>OVERALL SCORE (x/325 points):</b>	<b>_____ /325</b>

Judge (1) Name: \_\_\_\_\_

Judge (2) Name: \_\_\_\_\_



School: \_\_\_\_\_ MS HS State/Center: \_\_\_\_\_

**Judge's Feedback: (check all that apply)**

- Design Brief
- Poster
- Technical Presentation and Interview
- Prototype Pitch

Judge Name: \_\_\_\_\_



**User Insight:** Discuss your team’s understanding of the experiences, emotions, and motivations of the users, i.e., share the struggles, fears, and frustrations the inequity causes the user. What did you learn about how the barriers affect the user? (200 word maximum)

**User Needs:** Develop a specific list of the user’s needs produced from the insight. Include specific functions or features required by the user. What does the user want to help them with the barrier? (100 word maximum)

**Project Goals:** List specific goals you want your project to address. Describe how they will meet the user’s needs and address inequities faced by the user. Meeting these goals should be reflected in the key features and graphic(s) provided. What do you want the project to do to help the user? (100 word maximum)

**Key Features of Design:** List key features, illustrating that the design will adequately meet project goals. How will the project help the user? (200 word maximum)

**Impact:** Discuss how the design helps the user overcome the inequity. Include impact statements from the user. Does the project help the user? How? (200 word maximum)

**Status of Project:** Describe the current status of the project, including feedback on design from the user, and discuss potential next steps. What does the project do now? What would you like to work on in the future? (200 word maximum)

**Reflection:** Show that your team has an increased understanding of human-centered design. Examples of personal growth and insights gained about designing for others and helping them overcome challenges should also be included. What did you learn about designing for others? (200 word maximum)

**Prototype Graphic:** A single graphic with key features adequately labeled. It should be easy to understand, and the reader should have a general understanding of how the prototype functions by looking at the graphic.

Include graphic on next page.



**Prototype Graphic:**