

Assessment Criteria & Guidelines

Team Name:		Assessed by:	
Review Date:		Approved by:	

The following assessment criteria apply to the STEM On Track Build Award. This guidance is designed to assist you in documenting your build process effectively. Please take note of the key dates and submission requirements below.

- **Deadline for Submissions:** 16th May 2025.
- **Scrutineering:** A portion of the assessment for the Build Award will take place during the scrutineering of each team's kart on the STEM On Track Test Day, scheduled for 6th May 2025.
- **Documentation:** The remaining assessment will be based on the documentation provided by each participating team. Teams may submit their build documentation in various formats, including PowerPoint presentations, videos, drawings, photos, written reports, or a combination of these.
- **Additional Submissions:** Teams are also encouraged to submit other examples of their work from the program, such as their sponsorship proposals, social media updates, etc.
- **Judging Panel:** The Build Award will be assessed by a combination of the Espire Team and members of the motorsport community. The criteria below outlines the marking criteria. Each section will be marked out of a possible 15 points, with 75 a maximum of 75 points available.
- **Award Presentation:** The Build Award will be presented to the winning school at the Grand Finals.

In addition to the Build Award, the Learn and Race awards will also be presented at the Grand Finals. These will be judged based on results from the STEM On Track Race Academy platform and the Grand Finals results. The combination of these scores will determine the overall STEM On Track winning team.

	Basic	Intermediate	Advanced	SCORE
TEAMWORK	<ul style="list-style-type: none"> Minimal evidence of collaboration among team members. Unclear or poorly defined roles and responsibilities within the team. Little to no effort in task distribution or shared decision-making. 	<ul style="list-style-type: none"> Moderate contribution from most team members, with some collaboration. Team roles and responsibilities identified, with a reasonable breakdown of tasks and activities. Occasional teamwork and communication, though not consistently strong across all stages of the project. 	<ul style="list-style-type: none"> Strong evidence of cohesive teamwork, with all members actively participating and collaborating effectively. Clearly defined team structure with well-assigned roles and responsibilities tailored to individual strengths. Demonstrated ability to work together seamlessly, with effective communication, task distribution, and problem-solving throughout the entire project. 	
	1 2 3 4	5 6 7 8 9	10 11 12 13 14 15	
WORKING METHODS	<ul style="list-style-type: none"> Minimal evidence of organised maintenance for parts and tools. Limited efforts in ensuring safe storage or maintaining a tidy workspace. Inconsistent use of proper safety practices when handling tools. Unsafe or poor manual handling practices. 	<ul style="list-style-type: none"> Demonstrated evidence of organised maintenance and safe storage of parts and tools. Clear effort in maintaining a safe and structured working environment. Adequate use of proper safety protocols when handling tools, with room for improvement in consistency. Evidence of correct manual handling techniques and safety considered by all team members. 	<ul style="list-style-type: none"> Strong and consistent evidence of well-organised part and tool maintenance, with secure and clearly designated storage locations. Exemplary practices in maintaining a safe, structured, and clean working environment at all times. Thorough and consistent adherence to safety protocols, demonstrating a strong commitment to proper and safe tool usage throughout the project. Manual handling carried out correctly and consistently, with guidance stated or on display in the build area. 	
	1 2 3 4	5 6 7 8 9	10 11 12 13 14 15	

ENGINEERING SKILLS	<ul style="list-style-type: none"> Kart is assembled incorrectly and did not pass scrutineering on the first attempt. Evidence of rounded or missing nuts and bolts. Hydraulic system fitted incorrectly leading to leaks. 	<ul style="list-style-type: none"> Passed MSUK scrutineer inspection first time. Demonstrated evidence of proper use of tools. Evidence of holes being drilled correctly on the first attempt. Evidence of neat routing of systems. 	<ul style="list-style-type: none"> Demonstrated evidence of proper use of tools throughout the entire project. Well evidenced examples of wider team developing proper tool use technique. Kart has been assembled impeccably, with little to no evidence of incorrect fitting. Cables are routed neatly, hydraulic system works without error, all holes drilled in correct positions and perfectly set chain tension. 	
	1 2 3 4	5 6 7 8 9	10 11 12 13 14 15	
SPONSORSHIP	<ul style="list-style-type: none"> Limited effort in seeking sponsorship or engagement with potential sponsors. Little to no evidence of communication with already secured sponsors. Minimal creativity or initiative in promoting the project to attract sponsors or maintain engagement. 	<ul style="list-style-type: none"> Active efforts to secure sponsorship, with some engagement and communication with potential sponsors. Evidence of sponsorship contributing to the project, but with room for more effective integration. Demonstrated creativity in promoting the project to sponsors, with successful outreach attempts and co-beneficial sponsor/school relationship. 	<ul style="list-style-type: none"> Outstanding efforts in securing sponsorship, with strong engagement and consistent communication with sponsors. Significant and effective integration of sponsorship into the project, enhancing its success. Highly creative and proactive in promoting the project, attracting multiple sponsors and maintaining positive relationships. Evidence of sponsorship project benefiting the school, sponsor and wider community. Efforts to engage in wider activities and events with sponsors or potential sponsors throughout the project lifecycle. 	
	1 2 3 4	5 6 7 8 9	10 11 12 13 14 15	

MARKETING, BRANDING & DESIGN	<ul style="list-style-type: none"> Limited creativity in the graphics kit design, with minimal effort to make the kart visually appealing. Limited effort in creating a cohesive brand or design identity for the Team and project. Sparse or ineffective integration of sponsor branding, resulting in a lack of cohesion between the sponsor's brand and the school's identity. 	<ul style="list-style-type: none"> Good creativity in the graphics kit design, making the kart visually engaging and reflective of the school's identity. Conscious effort and design choices made that display a clear Team brand, across marketing, kart design and sponsor outreach. Effective integration of sponsor branding, balancing the school's identity with the sponsor's logo and messaging. 	<ul style="list-style-type: none"> Outstanding creativity in the graphics kit design, creating a striking and memorable look that strongly represents the school's and/or sponsors identity. Excellent promotion of the school through wider marketing and outreach channels. The Team brand is distinctive and iconic, clearly displaying the Teams, Schools and/or Sponsors identity. Seamless integration of sponsor branding, skillfully blending the sponsor's identity with the school's, resulting in a cohesive and professional look that benefits both the school and the sponsor. 	
	1 2 3 4	5 6 7 8 9	10 11 12 13 14 15	
F I N A L S C O R E				

REVIEWER NOTES

COMMENTS:

FINAL SCORE:

/ 75