| A | AZ State/New Mexico | | | | | | | |
|----------------|--|----------|--------|---------|----------|--------|--|--|
| COMMUNICATIONS | | | | SCORE | | POINTS | | |
| | | APPROACI | EQUALS | EXCEEDS | ECLIPSES | /100 | | |
| СО | NTEST CRITERIA | 0-60 | 61-80 | 81-90 | 91-100 | | | |
| Α | FINAL WEBSITE | | | | | | | |
| 1 | Was the site submitted by the deadline? | | | | Х | | | |
| 2 | Is the design appealing (graphics, photos, colors, and typography)? | | Х | | | | | |
| 3 | Is the information architecture easy to use, consistent, and comprehensible? Does it present a logical hierarchy of information? | | Х | | | | | |
| 4 | Are graphical elements easy to use, consistent, and well integrated with content and design? | | Х | | | | | |
| 5 | Does the Web site meet minimum coding requirements? | | | Х | | | | |
| 6 | Is the Web site usable by people of all abilities? | Х | | | | | | |
| 7 | Does the team communicate its messages appropriately to online audiences? | | X | | | | | |
| 8 | Does the team employ original and creative methods to capture users' interests and engage online visitors? | | X | | | | | |
| 9 | Does the site comply with rules 10-2 and 10-3? | | | | X | | | |
| B. | PUBLIC EXHIBIT MATERIALS | | | | | | | |
| 1 | Do the on-site communications materials (signage and handout) comply with rules 10-2 and 10-3? | | | | X | | | |
| 2 | Did the house pass all on-site inspections in time to be opened to the public during required public hours? | | | | X | | | |
| 3 | Are messages communicated appropriately? | | Х | | | | | |
| 4 | Do materials use correct spelling and grammar? | | | | X | | | |
| 5 | Do the handout and signage demonstrate originality? | | Х | | | | | |
| | Do materials both educate and engage audiences? | | Х | | | | | |
| C. | PUBLIC EXHIBIT PRESENTATION | | | | | | | |

| 1 | Does the team adequately offer two presentations for the jurors' evaluation: one that represents a comprehensive, personalized "tour" appropriate for times when visitors are few and another that represents a fast, yet informative, self-guided exhibit that accommodates large crowds and long lines? | X | | | |
|-------------|--|---|---|---|--|
| 2 | Are both on-site presentations for the public informative? Interesting? Accessible by people of all abilities? | X | | | |
| 1 | Has the team planned original and creative methods to control lines and wait times and to engage visitors waiting in line during public hours? Are these methods effective? | Х | | | |
| 2 | Are the team messages appropriate for the public? | | X | | |
| C. | VIDEO WALKINGUI | | | | |
| | VIDEO WALKTHROUGH | | | | |
| | Does the walkthrough provide viewers with interesting and informative video of the team's house? | | X | | |
| 1 | Does the walkthrough provide viewers with interesting and | X | X | | |
| 2 | Does the walkthrough provide viewers with interesting and informative video of the team's house? Does the walkthrough include an audio narrative that explains to viewers what they're seeing and describes the | X | X | X | |
| 2 | Does the walkthrough provide viewers with interesting and informative video of the team's house? Does the walkthrough include an audio narrative that explains to viewers what they're seeing and describes the philosophy behind the design? Does the video walkthrough closely represent the as-built | X | X | × | |
| 1 2 3 | Does the walkthrough provide viewers with interesting and informative video of the team's house? Does the walkthrough include an audio narrative that explains to viewers what they're seeing and describes the philosophy behind the design? Does the video walkthrough closely represent the as-built house on the competition site? | X | X | | |

PUBLIC COMMENTS

The AZ/NM team does a great job of explaining technical concepts in an easy-to-understand way. Through clear writing and distinctive imagery, this team makes a strong case for its SHADE house throughout its comprehensive communications.