





# 2021-2022 STAR Events Guidelines



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Family, Career and Community Leaders of America (FCCLA) is pleased to provide a comprehensive Competitive Events Guide for use by staff, state and chapter advisers, and members.

FCCLA's competitive events offer the following annual activities:

- FCCLA/LifeSmarts Knowledge Bowl is a team competition that challenges students' knowledge of all
  aspects of Family and Consumer Sciences and FCCLA.
- The Knowledge Matters FCCLA Virtual Business Challenges Personal Finance and Fashion contests encourages members to test their skills in personal finance or fashion industry knowledge, using a competition version of the Virtual Business classroom software.
- Skill Demonstration Events provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations.
- STAR Events (Students Taking Action with Recognition) recognize members for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill development and application of learning through cooperative, individualized, and competitive activities.

Competitive events promote the FCCLA Mission to focus on the multiple roles of family member, wage earner, and community leader. Each event and activity is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

Competitive events provide additional opportunities to showcase college and career-ready knowledge, skills and abilities; promote the FCCLA chapter as an integral part of the Family and Consumer Sciences education program; and to connect with peers and the community.

Please note that words and terms in italics are defined in the glossary, located at the end of this document.

Family, Career and Community Leaders of America®

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# **CAREER PATHWAYS THROUGH FCCLA**



## **HUMAN SERVICES**

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Possible careers include:

- Child, family, or school social worker
- Director of childcare facility
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- · Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist,
   hairdresser, or hairstylist

# **HOSPITALITY AND TOURISM**

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

### **EDUCATION AND TRAINING**

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:

- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
   Clinical, developmental,
- or social psychologist
  Social worker
- Counselor
- Teacher assistant
- Parent educatorChild care worker
- Coach
- Recreation worker
- Sign language interpreter

## **VISUAL ARTS AND DESIGN**

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

### **REAL WORLD SKILLS**

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "employability skills."

- Applied Academic Skills:
   Communications, Math,
   Science, Basic Literacy
- Critical Thinking Skills: Problem Solving, Organization & Planning
- Resource Management: Time, Money, Materials & Personnel
- Information Use

- **Communication Skills**
- Interpersonal Skills: Leadership, Teamwork & Negotiation
- Personal Qualities
- Systems Thinking: Teamwork & Project Management
- Technology Use



# Explore Career Pathways Through FCCLA COMPETITIVE EVENTS





Competitive Events can help members develop and refine skills for career success in the following Career Pathways: Human Services, Hospitality and Tourism, Education and Training, and Visual Arts and Design. Use this chart to identify which Competitive Events are most suited to each Career Pathway.

Real World Skills Through FCS Education	Skill Demonstration Event	STAR Event	Other	Education and Training	Hospitality and Tourism	Human Services	Visual Arts and Design	Real World Skills
FCCLA/LifeSmarts Knowledge Bowl	•			numing.	•		Design	•
Knowledge Matters Virtual Business Challenge	-					•		
Challenge Events (Testing)	•		-	•	•	•	•	
Culinary Food Art	•							
Culinary Knife Skills	•							
Fashion Sketch							•	•
FCCLA Creed Speaking & Interpretation	•						•	
Impromptu Speaking	•					•	•	•
Interior Design Sketch	•					•		-
Interviewing Skills	•					•	•	
Pastry Arts Technical Decorating Skills	•				•	•	•	-
Speak Out for FCCLA					•			-
#TeachFCS	•					•	•	•
	•			•				•
Technology in Teaching	•			•				•
Toys that Teach	•							•
Baking and Pastry		•			•			•
Career Investigation		•		•	•	•	•	•
Chapter in Review Display		•			•	•	•	•
Chapter in Review Portfolio		•			•	•	•	•
Chapter Service Project Display		•		•	•	•	•	•
Chapter Service Project Portfolio		•		•	•	•	•	•
Culinary Arts		•			•			•
Culinary Math Management		•			•			•
Digital Stories for Change		•		•	•	•	•	•
Early Childhood Education		•		•		•		•
Entrepreneurship		•		•	•	•	•	•
Event Management		•			•	•		•
Fashion Construction		•					•	•
Fashion Design		•					•	•
FCCLA Chapter Website		•				•	•	•
Focus on Children		•		•	•	•		•
Food Innovations		•			•			•
Hospitality, Tourism, and Recreation		•			•		•	•
Instructional Video Design		•		•			•	•
Interior Design		•					•	•
Interpersonal Communications		•		•		•	•	•
Job Interview		•		•	•	•	•	•
Leadership		•		•		•		•
National Programs in Action		•		•	•	•	•	•
Nutrition and Wellness		•		•	•	•		•
Parliamentary Procedure		•		•		•		•
Professional Presentation		•		•	•	•	•	•
Promote and Publicize FCCLA!		•					•	•
Public Policy Advocate		•		•		•	•	•
Repurpose and Redesign		•					•	
Say Yes to FCS Education		•		•				•
Sports Nutrition		•			•	•		•
Sustainability Challenge		•		•	•	•		•
Teach and Train		•		•				•

<sup>\*</sup>This poster reflects information effective March 2019. Please review this chart in the 2019-2020 Competitive Events Guide for the most current information.

For more information, visit fcclainc.org or email us at competitiveevents@fcclainc.org.

# **STAR Events**



# Students Taking Action with Recognition

**STAR Events** (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events promote the FCCLA Mission to focus on the multiple roles of family member, wage earner, and community leader and offer individual skill development and application of learning through the following activities:

- cooperative—teams work to accomplish specific goals
- individualized—an individual member works alone to accomplish specific goals
- competitive—individual or team performance is measured by an established set of criteria.

		Foundation	nal Events		
Events which build basic le	adership	and life skills for member	s who want to get	involved and im	prove upon themselves.
Career Investigation	E	Intrepreneurship	Focus on	Children	Interpersonal
					Communications
Job Interview		Leadership	Nutrition ar	nd Wellness	Parliamentary Procedure
Professional Presentation	n	Repurpose and	Redesign	Susta	inability Challenge
Events which provide opportu	-		on for their work in	•	content is designed to be a
Chapter in Review Display		r project lead by the team		•	Chapter Service Project
Chapter in Review Display	Спарс	er in Review Portfolio	Chapter Ser Disp	•	Portfolio
National Programs in Acti	ion	Promote and Publi		•	c Policy Advocate
<u> </u>	011	Career Focus		1 0011	c rolley Advocate
Events for members exploring building career specific skills o	a specifi	Career Focus career area. Most events ledge, but a few events a career p	sed Events s are for Level 2 ar re open to Level 1 oath.	nd Level 3 partici <sub>i</sub> participants who	pants who have spent time o want to explore a specific
Events for members exploring	a specifi	Career Focus c career area. Most events dedge, but a few events a	sed Events s are for Level 2 ar re open to Level 1	nd Level 3 partici <sub>i</sub> participants who	pants who have spent time
Events for members exploring building career specific skills o	a specific	Career Focus career area. Most events ledge, but a few events a career p	sed Events s are for Level 2 ar re open to Level 1 oath.	nd Level 3 partici participants who Management	pants who have spent time want to explore a specific Early Childhood
Events for members exploring building career specific skills of Baking and Pastry	a specific	Career Focus c career area. Most events ledge, but a few events a career p Culinary Arts	sed Events s are for Level 2 ar re open to Level 1 path. Culinary Math	nd Level 3 partici participants who Management Design	pants who have spent time want to explore a specific Early Childhood Education
Events for members exploring building career specific skills of Baking and Pastry  Event Management Hospitality, Tourism, and	a specific	Career Focus career area. Most events ledge, but a few events a career p Culinary Arts	sed Events s are for Level 2 are re open to Level 1 path. Culinary Math Fashion Say Yes to FC	nd Level 3 partici participants who Management Design	pants who have spent time o want to explore a specific  Early Childhood Education Food Innovations
Events for members exploring building career specific skills of Baking and Pastry  Event Management Hospitality, Tourism, and	a specific	Career Focus c career area. Most events aledge, but a few events an career p Culinary Arts shion Construction Interior Design	sed Events s are for Level 2 are re open to Level 1 path. Culinary Math Fashion Say Yes to FO	nd Level 3 partici participants who Management Design	pants who have spent time o want to explore a specific  Early Childhood Education Food Innovations
Events for members exploring building career specific skills of Baking and Pastry  Event Management  Hospitality, Tourism, and Recreation  Events which have a focus on Round participants submit pro	a specificated known Fast	Career Focus career area. Most events ledge, but a few events arear p Culinary Arts Shion Construction Interior Design  Teach and Online Interior of family and cons	sed Events s are for Level 2 are re open to Level 1 path.  Culinary Math  Fashion Say Yes to FO d Train  Events sumer sciences coring	nd Level 3 participarticipants who Management Design CS Education attent through a dig entries in each	pants who have spent time want to explore a specific  Early Childhood Education Food Innovations Sports Nutrition
Events for members exploring building career specific skills of Baking and Pastry  Event Management Hospitality, Tourism, and Recreation  Events which have a focus on Round participants submit pro	a specificand know	Career Focus c career area. Most events aledge, but a few events an career p Culinary Arts shion Construction Interior Design  Teach and Online Interior of family and cons conline evaluation. The top c, plus an oral presentation	sed Events s are for Level 2 are re open to Level 1 path.  Culinary Math  Fashion Say Yes to FO d Train  Events sumer sciences coring	nd Level 3 participarticipants who Management Design CS Education attent through a dig entries in each	pants who have spent time owant to explore a specific  Early Childhood Education Food Innovations Sports Nutrition  ligital delivery. Preliminary level are invited to present erence.

# **STAR Event Information and Entries Per State**

An *individual event* is one that is completed by the individual. A *team event* is one that is completed by *team* members, with the exception of Chapter Service Project, Chapter in Review, and Promote and Publicize FCCLA!, which reflect the efforts of other chapter members.

Event	Entries per State	Individual Event	Team Event	Event	Entries per State	Individual Event		Team Event
Baking and Pastry				Food Innovations				
Level 3	3			Level 1	2	•	or	•
Career Investigation				Level 2	2	•	or	
Level 1	2	•		Level 3	2	•	or	
Level 2	2	•		Hospitality, Tourisn		tion	<u> </u>	
Level 3	2	_		Level 2	2	<b>=</b>	or	
Chapter in Review D	<u>-</u>	<del>-</del>		Level 3	2	_	or	_
Level 1	2		-	Interior Design		<del></del>	OI .	
Level 2				Level 2	2			_
	2 2				2 2		or	
Level 3			<u> </u>	Level 3		<u> </u>	or	
Chapter In Review Po			_	Interpersonal Comr		_		_
Level 1	2		-	Level 1	2	•	or	-
Level 2	2		-	Level 2	2	•	or	-
Level 3	2			Level 3	2		or	
Chapter Service Proj	ect Display			Job Interview				
Level 1	2		•	Level 2	2	<b>=</b>		
Level 2	2		•	Level 3	2			
Level 3	2			Leadership				
Chapter Service Proj	ect Portfolio			Level 2	2			
Level 1	2		•	Level 3	2			
Level 2	2		•	National Programs	in Action			
Level 3	2		•	Level 1	2	•	or	
Culinary Arts				Level 2	2	•	or	
Level 3	3			Level 3	2	•	or	
Culinary Math Mana	gement			Nutrition and Wellr	ness			
Level 3	2		or $\blacksquare$	Level 1	2	•	or	
Early Childhood Educ				Level 2	2		or	
Level 3	2	•		Level 3	2	_	or	_
Entrepreneurship				Parliamentary Proc			- 01	
Level 1	2	-	or $\blacksquare$	Level 1	2			_
Level 2	2	_	_	Level 2	2			_
Level 3	2	-	or $\blacksquare$	Level 3	2			-
		_	or $\blacksquare$					
Event Management	2	_		Professional Presen		_		_
Level 1	2	=	or =	Level 1	2	=	or	-
Level 2	2	•	or =	Level 2	2	_	or	-
Level 3	2		or $\blacksquare$	Level 3	2		or	
Fashion Construction		_		Promote and Public		_		_
Level 2	2			Level 1	2	•	or	
Level 3	2			Level 2	2		or	
Fashion Design				Level 3	2		or	
Level 2	2		or $\blacksquare$	Public Policy Advoc	ate			
Level 3	2		or $\blacksquare$	Level 1	2	•	or	
Focus on Children				Level 2	2	-	or	
Level 1	2		or $\blacksquare$	Level 3	2	•	or	
Level 2	2	•	or $\blacksquare$	Repurpose and Red	esign			
Level 3	2	•	or $\blacksquare$	Level 1	2	•	or	
_5.0.5	_			Level 2	2	_	or	

# **Event Information (continued)**

Event	Entries per	Individual		Team	Event	Entries per	Individual		Team
	State	Event		Event		State	Event		Event
Say Yes to FCS Educa	ation				Sustainability Chall	lenge			
Level 2	2				Level 1	2		or	
Level 3	2	•			Level 2	2		or	
Sports Nutrition					Level 3	2		or	•
Level 1	2	•	or		Teach and Train				
Level 2	2	•	or		Level 1	2			
Level 3	2	•	or		Level 2	2			
					Level 3	2			

# **Online STAR Event Information**

Online STAR Events have two participation rounds. In the Preliminary Round, participants in each level submit their online, digital project for evaluation. The fifteen (15) highest scoring entries are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

Event	Entries per Chapter	Individual Event		Team Event	Event	Entries per Chapter	Individual Event		Team Event
Digital Stories for	· Change				FCCLA Chapter We	ebsite			
Level 1	2		or		Levels 1, 2 or 3	4			
Level 2	2		or			1	-	or	-
Level 3	2	•	or		(chapters may only	y choose one lev	el for competi	tion)	
Instructional Vide	eo Design								
Level 1	2		or						
Level 2	2	•	or						
Level 3	2		or						

# **Policies**



#### **ACCOMMODATIONS FOR DISABILITIES**

FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during the national event registration, or 60 days prior to the event. A national staff member will contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.

#### **DISQUALIFICATION**

Disqualification is unfortunate for everyone concerned—participants, advisers, and event managers. To avoid unnecessary disappointment, keep in mind the four causes for disqualification.

- 1. Failure to affiliate with national headquarters by May 31. Only affiliated members may register for national STAR Events. See "Membership" for details on affiliation.
- 2. Failure to arrive in a timely manner for event presentation Participants are encouraged to arrive 30 minutes before their scheduled event presentation and may be disqualified if more than 15 minutes late.
- 3. Participation of students or adults in behavior that negatively affects the management of STAR Events or failure to display a positive image of the FCCLA organization before, during, or after participation in STAR Events may result in disqualification of students or adults and/or eligibility of the student(s) and/or adults(s) for participation the following year. The penalty is determined by the Competitive Events Advisory Team.
- 4. Failure to register for the National Leadership Conference and follow the published housing policies. All participants must be registered for National Leadership Conference Weekly Registration and stay within the official hotel block for the duration of the conference dates. STAR Events participants attending the National Leadership Conference and not staying within the conference hotel block will not be permitted to compete in national STAR Events.

#### **DRESS POLICY**

Student dress should contribute to the positive, professional image of FCCLA.

STAR Events participants are expected to adhere to the published conference dress code for all conference sessions, including the state STAR Events Recognition Sessions. For participation in competition, follow event specifications for dress, and wear appropriate clothing for the nature of the presentation. Unless otherwise specified, appropriate clothing in events which do not allow costumes includes professional attire (any appropriate colors) or the official FCCLA blazer/uniform meeting the National Leadership Conference dress code. If attending conference activities prior to or immediately after a STAR Events presentation, be prepared to change into clothing that meets the conference dress code.

#### **EVENT DESCRIPTION AND LEVELS**

Individual events evaluate one member's performance. Team events evaluate several participants' or a chapter's performance as one entry. Team events may have one, two, or three participants from the same chapter, with the exception of Parliamentary Procedure, which may have four to eight participants from the same chapter.

Entry into a particular level is determined by the participant's grade in school during the school year preceding the National Leadership Conference, and in some cases, enrollment in a specific course or program, as outlined in the event eligibility section.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
FCCLA chapter members	FCCLA chapter members in	FCCLA chapter members in	Postsecondary Members
through grade 8	grades 9-10	grades 11-12	(grade 13 +)

- A team composed of members of mixed grade levels (through grade 12) must enter at the level of the <u>highest</u> participant member's grade level.
- Team events with only Level 2 (grades 9-10) or Level 3 (grades 11-12) may not include members through grade 8.
- Team events with only Level 3 (grades 11-12) may not include members through grade 10.
- Level 4 (Postsecondary) entries may not include members through grade 12.

#### **MEMBERSHIP**

A student is not considered an affiliated FCCLA member at any level (local, state, and/or national) until all membership dues are received at national headquarters. Only affiliated members are eligible to compete in any level of STAR Events. States should not allow members to participate in regional or state events unless national membership is verified. Note: Although the national membership deadline is May 31, states require earlier deadlines for competition. Verify all state deadlines with the state adviser.

Participants must compete in the level based upon their grade as recorded for membership affiliation and must reflect the actual grade level for the current school year. Students must compete with the chapter where their membership is held.

In addition to membership deadlines are STAR Events registration deadlines. Please ensure that all registrations are submitted in a timely manner to avoid disqualification or late fees at the regional, state, and national levels.

#### STATE SELECTION PROCEDURES

Members are not required to participate in state events prior to national STAR Events, though they must be selected by state-established procedures.

#### DISCLAIMER FOR COMPETITION

Each participant is responsible for having read all of the guidelines. National FCCLA is not responsible for an entry that is late, lost, misdirected, or not received. Only entries that are submitted in the FCCLA Adviser Portal will be eligible for scoring and ranking. All technical issues should be directed to competitive events@fcclainc.org as soon as possible for resolution. It is the participants' responsibility to read all information provided to them by the national organization for competition.

Only project materials that are available onsite at the competition are eligible for review. Any project materials lost or not in-hand by the participants at the time of competition will not be considered for evaluation.

# **Eligibility and General Rules for All Levels of Competition**

- 1. An individual member may participate in only one national STAR Event in any given year. Participation is open to any nationally affiliated FCCLA chapter member. Events may have additional eligibility requirements. States may limit the number of times a member may compete in an event; please check with the state adviser.
- 2. Participants must follow national rules for competition, or risk possible disqualification or loss of points. If national rules vary from state event rules, entries need to be changed to comply with national rules.
- 3. All STAR Events projects must be developed and completed during a **one-year span beginning July 1 and ending June 30** of the school year before the National Leadership Conference.
- 4. All STAR Events projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non- participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.
- 5. State and chapter advisers should ensure that identical presentations of the same project are <u>not</u> entered into STAR Events in one year or in multiple years.
- 6. Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. Evaluators are not allowed to keep any items given to them by STAR Events participants.
- 7. No projects can be entered in more than one level of a single event, or in more than one event. However, projects entered in any event may be included in the Chapter in Review events.
- 8. Chapters are allowed to enter only one entry in Chapter in Review Display and one entry in Chapter in Review Portfolio per level.
- 9. Chapters are allowed to enter only one entry in FCCLA Chapter Website.
- 10. Spectators are not allowed to observe any portion of any STAR Event. Videotaping and/ or audio recording of events is not allowed. \*Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national competitive events staff. States may set policies for exceptions on the state level.
- 11. Participants are to maintain a professional appearance and attitude during all STAR Events activities.
- 12. Participants are responsible for their own event materials, and may not have others assist them with event setup, including moving items into the competition area. Any items left behind are not the responsibility of FCCLA and may be discarded.
- 13. STAR Events resources (topics, scenarios, templates, etc.) can be found online in the FCCLA Adviser Portal and FCCLA Student Portal. Look for this icon next to events which have online resources.
- 14. For Fashion Construction, Fashion Design, and Repurpose and Redesign events, lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.
- 15. Participants may present in front, behind, or beside the designated table or space. Participants may not place items on the consultant or evaluator tables.
- 16. All materials on displays must be placed on a clearly defined presentation surface. Displays with a clearly defined front presentation surface (such as tri-fold boards) may not have items on the back of the board, as consultants/evaluators would not be expected to look behind a display for project components. Displays with multiple presentation sides may have materials on all clearly defined presentation surfaces. All materials must be easily viewed, accessible, and legible.
- 17. No live animals or people can be used as props or visuals. Only registered event participants may present in competition.
- 18. If a participant fails to adhere to event guidelines or event definition, or prepares an item not based on the current event scenario, then the sample/display/project is ineligible for evaluation. The participant will still be able to compete with an oral presentation if they choose to do so, and will only be scored on the oral presentation. Requirements that may result in implementation of this rule are noted with this symbol.

# **Event Management Information**

Many individuals are needed to assist in the management of STAR Events. Both student members and adults play an important role in the success of the events. Throughout the events, cooperation and respect between youth and adults is encouraged and fostered by providing individuals the opportunity to work in youth/adult teams. The belief that youth are capable of assuming important roles has been the key to the success of this system. Specific management responsibilities are found in the STAR Events Management Manual and will be available prior to the event.

#### Event volunteers include:

- Lead Coordinator
- Assistant Lead Coordinator
- Event Lead Consultants
- Room Consultants
- Evaluators Members, Subject Matter Experts (Advisers), Business, Industry, Community Members (Adults)

Evaluation teams are composed of youth and adults who are selected for their expertise in a specific event area. Business and industry and community members comprise some of the evaluators. Nominees should have previous experience participating in similar events or leadership experiences that qualify them for this responsibility. An orientation session (recorded or in-person) for volunteers is held prior to STAR Events, where the lead consultant or other staff member will provide general information, review the STAR Events philosophy, evaluation process, and will clarify procedures, rules and rubrics.

# **Importance of Chapter Advisers Serving as Event Volunteers**

Chapter advisers are subject matter experts in both Family and Consumer Sciences and FCCLA. As subject matter experts, they serve an important role in providing essential information about FCCLA, Family and Consumer Sciences curriculum, and career and technical education to both members and other adult volunteers. Without chapter advisers serving as event volunteers (lead and assist lead consultants, room consultants, evaluators) evaluation teams may lack critical context and subject matter information that could negatively impact final scoring. At the National Leadership Conference, all volunteers receive documentation of the hours devoted to competitive events. This documentation may be used by volunteers to assist with professional development certification, as allowed by local and/or state policies.



## **Frequently Asked Questions**



- 1. Instead of creating a freestanding or tabletop display, can I create a digital presentation as my display? No.
- 2. If my project's product is too large to transport to competition, can we provide photos instead of bringing the product to competition? No, the product must be present at competition for appropriate evaluation.
- 3. **If using something other than PowerPoint for an electronic portfolio, how do I count "slides?"** A slide is defined as a single slide in PowerPoint, or a single path/transition in another format, such as Prezi. If using a website, information presented in one screen view would be considered one slide.
- 4. **For competition, can I provide 3 laptops/iPads/devices in my presentation, one for each evaluator?** No, only one device may be used to present an electronic portfolio. Nothing may be handed to the evaluators.
- 5. Can slides be of any color? Yes, but not all color choices may be appropriate for legibility and viewing.
- 6. Can I use a remote to advance electronic slides? Yes. Please note that pointers or props may not be allowed in your event.
- 7. Can a student turn in both a hardcopy and present their portfolio in a PowerPoint? No. Students must choose one type of portfolio format. For hardcopy portfolios, visuals may be used to support, illustrate, or complement the presentation, if allowed in the event. If using a laptop or tablet as a visual (where allowed) along with a hardcopy portfolio, it may not be used to present information intended to be included in the portfolio.
- 8. **If a member graduates in December, are they still eligible to compete in STAR Events?** School districts set eligibility requirements for participation in local FCCLA chapter activities, including STAR Events. Upon local and/or state eligibility determination, any nationally affiliated member may participate in STAR Events, based upon individual event eligibility criteria.
- 9. **Can a member compete in both an online STAR Event and another STAR Event?** No. They may only compete in one STAR Event in any given year. STAR Events participants may not compete in any other competitive event at the National Leadership Conference.
- 10. Are participants required to use manila folders from the FCCLA supplier? No.
- 11. Can students use FCCLA copyrighted material in STAR Events projects? Yes, as long as the project is not used for commercial purposes or sold. All FCCLA resources must be cited appropriately.
- 12. In an event with file folder, does it matter what color they are, or whether they are labeled in portrait or landscape orientation? No.
- 13. **In portfolio events, are content divider pages required?** If the event specifications give a range of pages/slides, such as 0 9, then a participant may have zero divider pages, and not be penalized. Please note that evaluators may include lack of dividers as they determine point allocations in the event rubric, related to portfolio appearance and organization.
- 14. Can content pages have graphics or decorations? Yes, any page that does not specify to use plain paper may have graphic or decorative elements.
- 15. Is a font considered a graphic? If the font is a graphic font, then it is a graphic. Unless specified, fonts may be in any color.
- 16. Do we have to use the FCCLA templates provided, or can we retype it on our own computer? The template provided can be modified but all of the information, including headings, must be used in the correct order on any document created and 2021-2022 COMPETITIVE EVENTS GUIDE STAR Events Copyright 2021. Family, Career and Community Leaders of America, Inc. All rights reserved. www.fcclainc.org

remain within the page limits given in event specifications. The logos are encouraged but are not required.

- 17. **Can an iPad or tablet be used in place of note cards?** Yes, as long as those devices are not used for recording, publishing, or receiving information during the presentation. They should be placed in airplane mode prior to the start of the event.
- 18. How should we address budgets and evaluations when the project has not yet been completed at the time of regional/state competition? For presentations prior to the National Leadership Conference, participants should give the anticipated numbers (budgets). Evaluation plans should be presented in detail (evaluation methods, instruments, anticipated outcomes). This information should be updated for projects advancing to national competition. Projects are to be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before National Leadership Conference.
- 19. **Is a digital photo frame/iPad/tablet/etc. used to display photos, considered a photo album?** If it is displaying multiple photos as a hardcopy album would, it would be considered a photo album.
- 20. **On the Project Identification Page, how should "event name" be listed? Should level be included?** Either "Career Investigation" or "Career Investigation Level 1" will be accepted as correct.
- 21. **Would a music stand be considered an easel?** If being used to "hold materials upright, usually during a presentation or display" then it would be considered an easel.
- 22. **If a participant places too many copies in a file folder, are penalty points assessed?** No. Additional materials should be removed and not considered in evaluation.
- 23. Can we laminate pages? Yes, but all laminated pages must still meet any size requirements as stated in event guidelines.
- 24. **If I have a multi-page document and place it in a sheet protector, is that counted as one content page?** Multiple pages within a sheet protector will count as more than one page, unless the sheet protector is sealed and only one page is able to be viewed.
- 25. **If there is an electrical outlet available, can we use it?** FCCLA will not prevent a student from using an outlet (if allowed in event guidelines), but access is not provided. Competition setup (location of tables, chairs, display area) will not be adjusted to accommodate electrical outlet usage.
- 26. When should I submit the Online Project Summary Form? This should be submitted prior to your first competition. If necessary, resubmit the form with updated information if needed.
- 27. Can I reduce the size of the Online Project Summary Form for my display? Yes, but it must remain legible and easily read by the event consultant.
- 28. Is the Event Online Orientation available for all levels of competition (regional, district, state)? The online orientation is required for competition at the 2022 National Leadership Conference. Each entry must complete and submit the STAR Events Online Orientation form to the event room consultant at the time of competition. The forms are not to be included within a portfolio, or placed on a display. Forms are accepted at the time of competition, and not during or after the presentation. Only one form per entry (team or participant) is required. States may choose to require an onsite orientation or may develop an online orientation. Please confirm state procedures with your state adviser.
- 29. **Are accommodations made for special needs students?** FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during event registration. A national staff member will contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.



# **Checklist for the Adviser**



This checklist is designed to give you, the adviser, an organized view of STAR Events and to ensure all requirements for the students have been met. Please read all information carefully and completely to ensure you and your student(s) understand all requirements.

☐ 1. Distribute information about STAR Events to your members and encourage them to access Competitive Events resources on the FCCLA Student Portal.
☐ 2. Be sure members have access to:
Policies, Eligibility and General Rules for ALL levels of competition
☐ Checklist for Participants
☐ STAR Events templates found online at <a href="www.fcclainc.org">www.fcclainc.org</a> (through November 1) and also in the FCCLA Student Portal
☐ Pages for their event
☐ Glossary
oxdot 3. To avoid disqualification, make sure students are eligible for the event they have chosen.
☐ 4. Ensure that students' state and <b>national</b> dues have been paid by deadline dates. Students must be nationally affiliated.
$\square$ 5. Ensure that the registration for local, regional, or state events is sent in by the state's deadline.
☐ 6. After the students have completed their projects, go over all requirements with them and make sure all guidelines have been met.

# **Intra-curricular Opportunities**

Participation in STAR Events is an exciting, challenging, and fun experience. It provides opportunities for FCCLA members to share knowledge and hard work with others, and to be recognized for their accomplishments. STAR Events strengthen the Family and Consumer Sciences program by increasing student motivation and providing a framework for authentic learning experiences. Many of the events can be used, with some adjustment, as the basis for classroom projects or activities.

Chapter advisers have access to lesson plans and more through the FCCLA Adviser Portal, through adviser professional development webinars, and adviser sessions at state and national FCCLA conferences.

Alignment of STAR Events to national educational initiatives and standards, Career Clusters, and National Standards for Family and Consumer Sciences can be downloaded at http://fcclainc.org/programs/resources.php.





# **Checklist for Participants**

<b>1</b> .	Ensure that your chapter, state, and national dues are paid by the deadline dates.
<b>1</b> 2.	Choose an event.
<b>3</b> .	Read through the guidelines and rules carefully.
<b>4</b> .	Check Policies, Eligibility and General Rules in addition to your event Guidelines.
<b>□</b> 5.	Obtain current STAR Events <i>resources</i> (if applicable) such as menus, scenarios, or templates available through the FCCLA Adviser Portal and the FCCLA Student Portal. Some resources are also available on the national FCCLA website.
<b>□</b> 6.	Complete all parts of the project (Oral Presentation, Portfolio, Display, etc.).
<b>口</b> 7.	Be sure to read the glossary for more clarification of <i>italicized</i> words.
□ 8.	Look over your event's rubric and Point Summary Form, and double check that you have covered all required elements.
<b>□</b> 9.	Go through all rules again with your adviser, to make sure you have completed everything that is required correctly.
<b>1</b> 0	<ol> <li>Practice going through your STAR Event many times to assure precision and quality.</li> <li>Have someone critique your materials and your performance, and consider incorporating their suggestions.</li> </ol>



# 2021-2022 National Programs

FCCLA national programs were developed to build and strengthen students' leadership skills.



**Career Connection** is a program that guides students to learn more about themselves, the workplace, and careers so that they can put themselves on the pathway to future success.



**Community Service** is a program that guides students to develop, plan, carry out, and evaluate service-learning projects that improve the quality of life in their communities.



**FACTS—Families Acting for Community Traffic Safety** is a national peer education program through which students strive to save lives through personal, vehicle, and road safety.



**Families First** is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members.



**Financial Fitness** involves youth teaching one another how to earn, spend, save, and protect money wisely.



**Power of One** is a program that helps students find and use their personal power. Members set their own goals, work to achieve them, and enjoy the results.



**Stand Up** is a program that empowers youth to develop, plan, carry out, and evaluate advocacy activities to improve the quality of life in their communities.



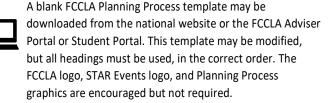
**Student Body** is a peer education program that helps young people discover and practice how to be healthy, fit, real, and resilient.



# The FCCLA Planning Process for Individual and Team Action



The *Planning Process* is a decision-making tool that supports the organization's overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.





#### **IDENTIFY CONCERNS**

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



#### **SET A GOAL**

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



#### **FORM A PLAN**

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



#### **ACT**

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use family and community members, advisers, committees, task forces, and advisory groups when needed.



#### **FOLLOW UP**

The broken squares suggest examining the project piece by piece. This symbol also represents a "window" through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



## **STAR Events Dates to Remember**



A student is not considered an affiliated FCCLA member at any level (local, state, and/or national) until all membership dues are received at national headquarters. Only affiliated members are eligible to compete in any levels of STAR Events. States should not allow members to participate in regional or state events unless national membership is verified. **Note: In order to register for national STAR Events, members must be affiliated at the time of registration. Consult your state adviser to determine the state affiliation deadline for participation in STAR Events.** 

#### February 1

Online STAR Events, Level I entry deadline.

#### March 15

Online STAR Events, National Leadership Conference qualifiers are announced

#### May – Dates may be subject to change

States with state competitions on or prior to April 24: participant registration and fees deadline TBD, 5:00 p.m. EDT. Registrations submitted after this date without prior approval of a state registration extension will incur a late fee.

States with state competitions on or after April 25: participant registration and fees deadline of TBD, 5:00 p.m. EDT. Registrations submitted after this date without prior approval of a state registration extension will incur a late fee.

Participants registering after the published deadline through June 1 will pay an additional late participant registration fee of \$100 per event/level registration. Beginning June 1, 5:01 PM EDT, the late registration fee will be an additional \$200 per event/level registration.

Substitutions will not be permitted after the published STAR Events substitution deadline.

#### May 31

Membership affiliation submitted online and payment received deadline.

#### June 1-15

Event locations and logistical information for STAR participants and volunteers will be posted online and in the FCCLA Adviser Portal. It is important that participants, advisers, and volunteers read all information mailed, emailed, or posted online at www.fcclainc.org. Online Event Orientations will be available for National Leadership Conference participants.

Please note that all late fees are in addition to the participant registration fee(s) and the national membership affiliation fee. Ensure that the registration and affiliation for local, regional, or state events is sent in by the state's deadline.



# **Specific Information for State Advisers**



FCCLA state advisers are key to the success of STAR Events. Although STAR Events are managed by the national organization, state advisers carry a major responsibility for preparing, selecting, and monitoring their state participation.

- 1. Ensure student success by following national event rules when developing state events.
- 2. Develop a plan for selecting STAR Events participants. Criteria should include:
  - Participant selection when state-level events do not designate a first, second, and third place
  - Participant selection in states where there are no state events
  - Selection of substitutes for regional, district, and state STAR Events
  - Method of breaking a tie between top-rated state event participants
  - Policy for STAR Events participants' travel to National Leadership Conference
  - Notification of all local chapters regarding the above information.
- 3. Help participants avoid disqualification by checking their eligibility for the event before advancing them to national-level competition. It is extremely important that state advisers submit and approve only those who have met all national rules. Screen applicants thoroughly. State advisers are directly responsible for screening since the national office lacks information to make these judgments. The number one concern is fairness, and state adviser commitment is essential to this goal. Careful supervision at the state level will eliminate the need for disqualification or loss of points at the national level.
- 4. Notify participants, their advisers, and any chaperones of the STAR Events information posted in the FCCLA Adviser Portal throughout the year. Specific information for National Leadership Conference participants is posted in June, containing important information participants must know before the national conference.
- 5. Submit all national STAR Events qualifiers through the national FCCLA Adviser Portal. Ensure that all qualifiers are submitted in the correct event/level, and meet event eligibility requirements.
- 6. Remind participants that they cannot compete in a STAR Event and the FCCLA/LifeSmarts Knowledge Bowl at the National Leadership Conference. Participants must choose one activity or the other.
- 7. Communicate with national STAR Events participants prior to National Leadership Conference and review national STAR Events rules and procedures to ensure successful transition from state to national competition. Inform participants of the Event Online Orientation requirements for competition and the full National Leadership Conference schedule.
- 8. State advisers are key in identifying qualified evaluators, room consultants, and event volunteers—both youth and adults. Because STAR Events operate on a limited budget, unpaid volunteers are essential. States are responsible for providing one evaluator and/or room consultant for every three event participants. Refer to the STAR Events Management Manual for evaluator's and room consultants' specific duties. Ensure volunteers fulfill their duties.
- 9. Enforce national policy on behavior at the National Leadership Conference. (See Disqualification section.)
- 10. Approve any substitutions for STAR Events, as directed in the FCCLA Adviser Portal, if substitutes meet the event eligibility requirement and state selection policies, and is submitted prior to the substitution deadline.
- 11. Collect participant rubrics at the Competitive Events Headquarters or as determined by national competitive events staff for distribution to chapters.



# Requirements/Policies for National Leadership Conference Participants



#### **Chapter Substitution Policy**

Once a chapter has registered a student as a National STAR Events participant, a substitution from that chapter is permitted in the case of a team event, but only if the substitute meets the eligibility requirements of that event. All substitutions must be approved by the state adviser. Substitutions are not permitted in individual events. Substitutions are not permitted after June 1 for National STAR Events. States may determine substitution policies for STAR Events at the district, regional, or state levels.

#### **Competitive Events Advisory Team**

Resolution to situations not addressed in policies or in event guidelines will be determined by national FCCLA staff and members of the Competitive Events Advisory Team.

#### **Conference Registration and Housing**

Delegates, Competitors, and National Officer Candidates attending the National Leadership Conference must register to attend the entire conference and stay within the official meeting/conference hotel block for the length of the in-person conference. In any extenuating circumstances, a written waiver may be submitted via the State Adviser to National staff for consideration.

#### **Dress Policy**

Refer to the Dress Policy in the "Policies" section.

#### **National Participation Schedule**

A tentative competition schedule and event registration, orientation information (if offered onsite) will be posted with the National Leadership Conference promotional materials. Specific instructions concerning event locations and logistics will be posted by June 1.

Chapter advisers will receive the scheduled participation times for their chapter's participants during the Competitive Events Registration Packet Pick Up. Changing schedules with other participants is not permitted. Participants are required to be available during the entire time their event takes place. Do not schedule other activities during these time periods. Once competition schedules are distributed, changes are not made for any scheduling conflicts.

Chapter advisers will be responsible for picking up all STAR Events registration materials and distributing it to their STAR Events participants. At this time the chapter adviser or adult designee will:

- Confirm participant attendance and no-shows
- Receive participant information, which may include ribbons, participation times, specific event materials, and recognition session information
- Sign acknowledgement of receipt of materials

Any packets not picked up and signed during the specified Competitive Events registration time(s) will result in participants not receiving the 3 points for registration. Participants are still eligible to compete at their scheduled time. Any packets not picked up during the specified time(s) will be identified as a late pick-up. Chapter advisers may pick up these materials during normal conference registration hours. Questions regarding STAR Events will be handled at the Competitive Events Headquarters only.

#### **National Recognition, Awards and Scoring**

The top ten placements in each event and level will receive recognition during a National Leadership Conference general session. Given the large number of competitors in National STAR Events, FCCLA has established the use of standard deviation to determine placement in events which require more than one competition station. The use of the standard deviation formula helps balance differences in scoring between evaluators in competition stations. The use of the formula does not eliminate the possibility of ties; therefore, tiebreaker procedures will be utilized as needed. No ties will be allowed for 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> place, but ties may remain for additional placements. Once scores are submitted by event consultants, the top 10 scores in each event, after standard deviation is applied, will be reviewed to determine accuracy. All scores are considered final for placement recognition, and no scores will be changed once the top 10 scores are validated by event officials and entered into the scoring database.

Participants will receive recognition at the following levels. These levels are determined by score, without the application of standard deviation.

Gold Medal (90 – 100)

Silver Medal (70 – 89.99)

Bronze Certificate (1 – 69.99)

Requirements/Policies for National Leadership Conference Participants (continued)

Each entry is evaluated by a standard set of criteria. There is no limit to the number of medals or certificates given for each level in any level. STAR Event participants must attend their State Recognition Session to receive a medal or certificate.

#### **National STAR Events Registration Deadlines**

Online STAR Events, Preliminary Round entries due by 5:00 p.m., EST, February 1.

States with state competitions on or prior to April 24 must submit all STAR Events registrations online to FCCLA national headquarters by 5:00 p.m., EDT, date TBD.

States with state competitions on or after April 25 must submit all STAR Events registrations online to FCCLA national headquarters by 5:00 p.m., EDT, date TBD.

Participants registering after the published deadlines through June 1 will pay an additional late participant registration fee of \$100 per event/level registration. Beginning June 1 at 5:01 PM EDT, the late registration fee will be an additional \$200 per event/level registration.

Substitutions will not be permitted after the published STAR Events substitution deadline.

#### **Online Orientation Sessions**

All entries will receive 2 points for submitting the STAR Event Online Orientation form, to be completed after viewing the event orientation session video, posted on the national FCCLA website. During this presentation the STAR Events schedule, participant's responsibilities, general event schedule and evaluation procedure will be reviewed. Each entry must complete and submit the STAR Events Online Orientation form to the event room consultant at the time of competition. Only one form per entry (team or participant) is required.

All rules apply even if the participant decides not to complete the orientation session. FCCLA does not assume responsibility for any problems resulting from participants who choose not to complete and document their participation.

#### Online Testing

Culinary Math Management and Parliamentary Procedure participants are required to take their event tests during an online testing window, May 9-20, 2022. This test will not be offered onsite at the National Leadership Conference. Participants not taking the test online during the testing window will lose the testing points.

#### **Special Needs Requests**

FCCLA members with disabilities as properly identified by a valued team of professionals (such as an IEP team, Section 504 coordinator, certified psychologist, physician) will be reasonably accommodated in national events. Participants who require accommodation in their event should indicate a special needs request during the national event registration. A national staff member will contact the adviser to determine the best process for the participant.

#### STAR Events Registration Fees

Each participant in a team or individual event pays a fee to help cover STAR Events expenses. In addition to the participant entry fee, online STAR Events, (National Leadership Conference) entries pay a technology fee to provide Internet access and equipment (inperson conference only). The national STAR Event participant fee is posted in the National Leadership Conference information. **STAR Events fees are nonrefundable.** 

#### **Conference Supplies, Equipment and Electrical Access**

Participants must bring all needed supplies with them to competition. Supplies will not be available from the National Leadership Conference Headquarters or Competitive Events Headquarters.

Access to an electrical outlet will not be provided unless required for a participant classified under the provisions of the Individuals with Disabilities Education Act. This request must be made during the national STAR Events registration process. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for presentations, as allowed per event guidelines.



#### NATIONAL STAR EVENTS TIE-BREAKER PROCEDURES



The following tie breakers will be used, if necessary, to help determine the top event placements. If scores are tied so that a winner cannot be determined, the tie will be broken by the highest score on the first tie breaker ( $\star$ ). If those scores are tied, the second tie breaker will be used ( $\star$   $\star$ ), followed by the third tie breaker ( $\star$   $\star$ ), and then by the score of the Point Summary Form. If those scores are also tied, it is up to evaluators to make the final determination based on review of the product in the event (portfolio, display, sample, etc.) *Ties are not allowed for 1st, 2nd, or 3rd places or for scholarships.* 

BAKING AND PASTRY	CAREER INVESTIGATION
★ Time Efficiency	★ Career Planning
★★ Safety	** Evidence of Career Research
★★★ Sanitation	** Self Assessment
CHAPTER IN REVIEW DISPLAY AND PORTFOLIO	CHAPTER SERVICE PROJECT DISPLAY AND PORTFOLIO
★ Leadership activities	★ Project impact
** State and national programs	★★ Addresses a specific need
★★★ Public relations efforts	★★★ Increase awareness/public relations
CULINARY ARTS	CULINARY MATH MANAGEMENT
★ Time Efficiency	★ Visuals: effectively illustrate content
★★ Safety	★★ Oral presentation; knowledge of subject matter
★★★ Sanitation	★★★ Point Summary Form: average team score on test
DIGITAL STORIES FOR CHANGE	EARLY CHILDHOOD EDUCATION
★ Project Summary	★ Evidence of developmental knowledge
★★ Creativity and Design	★★ Lesson plans
★★★ Technical Quality Images or Video	★★★ Activity planning form: setting, supplies, activity
ENTREPRENEURSHIP	EVENT MANAGEMENT
★ Business description	★ Planning and Implementation Timeline
★★ Organizational chart	** Projected Budget and Options
★★★ Budget	★★★ Oral presentation – Knowledge of Event Planning and
	Management
FASHION CONSTRUCTION	FASHION DESIGN
★ Knowledge of construction	★ Collection design
★★ Display	★★ Career path
★★★ Selected skill area (overall score)	★★★ Fabric profiles
FCCLA CHAPTER WEBSITE	FOCUS ON CHILDREN
★ Promotion of FCS and FCCLA	★ Applies child development concepts
★★ Membership Information	★★ Impacts children and community positively
★★★ Program of Work	★★★ Addresses a specific need
FOOD INNOVATIONS	HOSPITALITY, TOURISM, AND RECREATION
★ Original prototype formula(s)	★ Background research
★★ Nutrition information	★★ Customer service strategy
★★★ Product testing method	★★★ Business web site: client services and knowledge of
	respective focus area
INSTRUCTIONAL VIDEO DESIGN	INTERIOR DESIGN
★ Video Design Worksheet	★ Originality of design
** Content	★★ Scaled room floor plan
★★★ Technical Quality	★★★ Use of display boards during presentation
INTERPERSONAL COMMUNICATIONS	JOB INTERVIEW
★ Case study response: knowledge of communication	★ Career Related Education
techniques	** Educational Enhancement Opportunities
★★ Oral presentation – Impact on interpersonal	★★★ Business Communication
communications	
★★★ Oral presentation – Use of appropriate techniques	

LEADERSHIP  ★ Leadership Profile & Employability Skills Checklist  ★★ Leadership inventory summary  ★★ Leadership reflection  NUTRITION AND WELLNESS  NATIONAL PROGRAMS IN ACTION  ★ Identify concerns: knowledge of the national profile to the state of the national profile to th	ogram 
★★       Leadership inventory summary         ★★       Act: action taken on plan         ★★★       Form a plan: organization	
★★★ Leadership reflection ★★★ Form a plan: organization	
771121711711711711717171717171717171717	
★ Nutrition and wellness research ★ Proper use of parliamentary law	
★★ Knowledge of subject matter ★★ Demonstration time and quality	
★★★ Nutrition and wellness goals ★★★ Team participation	
PROFESSIONAL PRESENTATION PROMOTE AND PUBLICIZE FCCLA	
★ Creativity of visuals ★ Promotion plan description	
★★ Use of visuals ★★ Evidence of research	
★★★ Oral presentation – Knowledge of subject matter ★★★ Evidence of campaign	
PUBLIC POLICY ADVOCATE REPURPOSE AND REDESIGN	
★ Issue research ★ Repurpose and redesign skills – Overall quality of the control of	of
★★ Methods of Action workmanship	
★★★ Results of Advocacy ★★ Display	
** Repurpose and redesign skills – Selected skill are	งลร
(overall score)	.45
SAY YES TO FCS EDUCATION SPORTS NUTRITION	
★ FCS Education Research Summary ★ Nutritional evaluation	
★★ Classroom Observation Summary ★★ Sport and training summary pages	
★★★ FCCLA Integration Plan ★★★ Nutrition and hydration plan	
SUSTAINABILITY CHALLENGE TEACH AND TRAIN	
★ Creativity and multiplication of project ★ Career exploration	
** Knowledge of the relationship of environmental concern	
to participants' home, school, and/or community ★★★ Lesson/workshop plan: organization	
★★★ Scope of educational presentation	

Thank you to Virginia FCCLA for original development of this tie-breaker guide





Baking and Pastry, an individual event, recognizes participants enrolled in a Family and Consumer Sciences culinary arts industry training program for their ability to demonstrate their baking and pastry skills through the preparation of a quick bread, choux pastry, shaped yeast bread, and demonstration of cake decorating skills. Participants must develop a plan for the time allotted, prepare menu items given to them at the time of the event, and present prepared items to evaluators.

#### **EVENT LEVELS**

Level 3: grades 11-12

Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education. Students enrolled

- in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.
- Each participant must complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal and provide signed proof of submission at the assigned participation time.
- 4. The competition recipes and equipment list for National Leadership Conference will be posted in the FCCLA Adviser Portal on April 1. Any necessary large equipment will be provided for national competition. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned to the participant after clean up. For regional/state competitions, recipes and equipment lists will be provided by the host facility and/or state association.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL INF</b>	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Equipment	Large equipment, food	Chef's uniform as described	15 minutes prep time	15 minutes uniform and equipment check	2 hours 45 minutes food production	15 minutes cleanup	3 hours and 30 minutes

PRESENTATION	ON ELEMENTS A	ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	Chef Attire								
	Required								

#### **BAKING AND PASTRY**

#### **Procedures and Time Requirements for National Competition**

PRELIMINARY COMPETITION (IF REQUIRED): Should the national competition facility limit the number of possible participants possible to compete during the set time, a preliminary competition will take place. This preliminary competition will consist of a written test taken by all national participants onsite at the National Leadership Conference. The number of finalists to proceed with competition (food production) will be determined by facility and time limitations. The written test will be the American Culinary Federation's Certified Fundamentals Pastry Cook written exam, unless otherwise indicated by the national association prior to the competition.

FINALISTS COMPETITION: Participant will report to the designated room at the specified time with all required equipment, and wearing appropriate, clean attire. Participant will turn in a prepared time management plan prepared on the published recipes, and will be given a menu and all required recipes and ingredients.

15 minutes	Uniform and equipment inventory check. Time management plan returned at the end of equipment check.
15 minutes	Identical food items will be available to each participant. No other food products, garnishes, or condiments may be brought to the event. Participants will have 15 minutes to organize work area, obtain supplies, and adapt the time management plan, if required. Examples of allowable activities include placing equipment, verifying oven temperatures, measuring products, and clean/wash products. No products may be cut, peeled, sliced, etc. during this time.
2 hours 45 minutes	Participants will be given 2 hours and 45 minutes to prepare the required products according to recipe specifications.
15 minutes	Participants will have 15 minutes to clean up their workstations.

#### **Specifications for State Competitions**

#### **Testing**

States may administer a general baking and pastry knowledge test at regional/district and state competitions if required to determine finalists. A test is not required if it is not needed.

#### **Uniform and Appearance**

Participants will be well groomed and wear appropriate, clean attire meeting the following standards:

Uniform, Jewelry and Personal Hygiene	Clean and appropriate <i>uniform</i> including <i>professional</i> chef attire (chef coat/jacket; industry pants or commercial <i>uniform</i> pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the Culinary Arts uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted. If required, additional logos may be covered with white cloth tape.
--	--

#### **Safety and Sanitation**

Participants, and their work areas, are kept sanitary and organized, meeting the following standards:

Safety and Sanitation	Workstation is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper demonstration of equipment use and safety according to industry standards. Complete final cleanup and return supplies after event within designated time period. Baked goods internal temperature is taken at center to reach required/desired food temperature.
-----------------------	---

## **Baking and Pastry Specifications (continued)**

#### **Product Production**

Participants will have 2 hours and 45 minutes to prepare food products. Participants should be proficient in the preparation of all required food products. Participants will demonstrate industry standards in the use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste. The participant will present <u>all</u> items for evaluation at the end of the 2 hours and 45 minutes period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 2 hours and 45 minutes time limit.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques in the preparation of required items, including the use of scales for measuring ingredients and equal division of dough and batter.
Timeline	Timeline is used and is accurate.
Mise en Place	Work effectively and display organizational skills. Mise en place is well executed.
Product Appearance	Products have appropriate color and doneness, are properly shaped and have visual appeal.
Product Consistency	Size, shape, and/or color of products meet or exceed industry expectations. Correct amount (yield) of items has been produced.
Baking Principles and Techniques	Follow directions of recipes in proper sequence to demonstrate correct baking principles.
Product Taste and Texture	Flavors and textures meet or exceed industry expectations.



### **Baking and Pastry**

# STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 3. At the end of competition, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 4. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT	1				Point
Registration Packet	Picked	up by adviser or designa	ated adult du	uring scheduled time	
0 or 3 points	No <b>0</b>		`	Yes 3	
<b>Event Online Orientation</b>		0		2	
Documentation	Official documentation	on not provided at		ocumentation provided at	
0 or 2 points	presentation time or	signed by adviser	presentat	ion time and signed by adviser	
<b>Proof of Project Summary</b>		0		1	
Form Submission	Not presented to Roo	om Consultant at		to Room Consultant at	
0 or 1 point	participation time		participat		
Time Schedule		0		1	
0-1 point	Not included or incor	nplete		edule included and complete for	
			all produc		
Uniform and Appearance	1	2		3	
1 to 3 points	Unprofessional	Unprofessional appe		Professional attire worn:	
	uniform/attire or	attire as marked belo	, , , , , , , , , , , , , , , , , ,		
	includes	hair/beard restrair			
	graphics/logo not	kitchen shoes not		no visible jewelry	
	permitted in event	Jewelry uncovered		personal grooming meets	
		personal grooming	does not	guidelines	
		meet guidelines			
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
valuator 1	Initials			(10 points possible)	
valuator 2	Initials			AVERAGE EVALUATOR SCORE	
valuator 3	Initials			(90 points possible)	·
otal Score	divided by number of	f evaluators		FINAL SCORE	
	= AVERAGE EVALUAT	TOR SCORE		(Average Evaluator Score plus	
	Rounded only to the new	arest hundredth (i.e.		Room Consultant Total)	
	79.99 not 80.00)				
ATING ACHIEVED (circle o	ne) <b>Gold:</b> 90-100	Silver: 70-89.99	Bronze: 1-6	Sa ga	
ERIFICATION OF FINAL SC	,		DI UIIZE. 1-0	JJ.JJ	
EMITICATION OF THALSE	ORE AND NATING (pied	isc initial)			
Evaluator 1 Evalu	uator 2 Evalua	tor 3 Adult Ro	om Consultan	t Event Lead Consultant	
luator 1 Eval	uator 2 Evalua	tor 3 Adult Ro	om Consultan	t Event Lead Consultant	



#### **BAKING AND PASTRY**

### Rubric

Name(s) of Participant

Chapter	State	Team #	Station #	Level

SAFETY AND SA					Poir
Safety O–3 points	Station is disorganized, safety is disregarded	Station is lacking neatness and org questionable equipment safety	handled	2 3 is very neat and organized; all equipment is d safely and properly. Internal temperature and taken at center	
Sanitation	0		1	2 3	
0–3 points	Disregards safety and created unsaf unsanitary conditions	e and Shows minimal safety and surfaces inconsistently c inconsistent hand wash	leaned and sanitized, cont	ows all safety and sanitation practices, food cact surfaces are cleaned and sanitized uently, frequent hand washing	
<b>FOOD PRODU</b>	JCTION				
Equipment, Tools &		0		1 2	
Techniques 0 – 2 points	Selection and usage of tools/eq demonstration of skills	uipment lacks understanding and	The state of the s	quipment correctly and safely following ing use of scales for measuring	
Mise en Place		0		1 2	
0-2 points	Mise en place is poorly executer organizational skills	d and displays unacceptable	Mise en place is well execute skills	ed and displays excellent organizational	
QUICK BREAL	D				
Appearance	0	1-2	3	4 5	
0-5 points	Items are visually unappealing. Appear to be either under baked or burnt	Items are a slightly too light or too dark in color. Crust appears to be too soft	Slight color variance, good cru shape is visually appealing	st, Exceptional color and doneness, with proper crust and crumb, visually appealing	
Consistency	0	1-2	3	4 5	
0-5 points	Size, shape and/or color is inconsistent. Incorrect yield	Size, shape and/or color is inconsistent. Correct yield	Size, shape and/or color is consistent. Correct yield	Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield	
Principles and	0	1-2	3	4 5	
<b>Techniques</b> 0-5 points	Incorrect technique used throughout preparation	Product over or under mixed, incorrect proportions of ingredients	Product overmixed, tough or with tunnels	Correct techniques meeting industry standards for quick bread preparation	
Taste and Texture	0	1-2	3	4 5	
0-5 points	Taste is bland, flavorless or bitter. Batter stood too long before baking. Coarse texture and unappealing	Items are lacking taste, crust is soft, product is dense and heavy. Little to no crumb	Well balanced flavor with pleasing exterior and interior texture, with good crumb	Flavor and texture meet or exceeds industry expectations	
CHOUX PASTR	Y				
Appearance	0	1-2	3	4 5	
0-5 points	Items are visually unappealing. Appear to be either under baked or burnt	Items are a slightly too light or too dark in color. Lacks visual appeal.	Slight color variance, shape is good and visually appealing	Exceptional color and doneness, with excellent shape and is visually appealing	
Consistency	0	1-2	3	4 5	
0-5 points	Size, shape and/or color is inconsistent. Incorrect yield	Size, shape and/or color is inconsistent. Correct yield	Size, shape and/or color is consistent. Correct yield	Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield	
Principles and	0	1-2	3	4 5	
<b>Techniques</b> 0-5 points	Incorrect technique used throughout preparation	Product under or overmixed, incorrect proportions of ingredients	Product mixed correctly, but ingredient proportions not correct	Correct techniques meeting industry standards for choux pastry	
Taste and Texture	0	1-2	3	4 5	
0-5 points	Taste is bland, flavorless or bitter. Soggy interior.	Items are lacking taste, failed to rise and/or collapsed	Well balanced flavor and textu	re Flavor and texture meets or exceeds industry expectations	

# Baking and Pastry Rubrics (continued)

Appearance	0	1-2	3	4 5
0-5 points	Items are visually unappealing. Appear to be either under	Items are a slightly too light or too dark in color. Crust appears	Slight color variance, good crust, shape is visually appealing, but	Exceptional color and doneness, properly shaped, visually appealing
	baked or burnt	to be too soft or tough	cracks or blisters	
Consistency	0	1-2	3	4 5
0-5 points	Size, shape and/or color is inconsistent. Incorrect yield	Size, shape and/or color shows few inconsistencies. Correct yield	Size, shape and/or color is consistent. Correct yield	Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield
Principles and	0	1-2	3	4 5
<b>Techniques</b> 0-5 points	Incorrect technique used throughout preparation	Product over or under mixed, incorrect proportions of ingredients, incorrect rising time	Product mixed correctly with adequate rising time	Correct techniques meeting industry standards for shaped yeast bread preparation
Taste and Texture	0	1-2	3	4 5
0-5 points	Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	Items are lacking taste, crust is too soft or too tough, interior holes	Well balanced flavor with pleasing exterior and interior texture	Flavor and texture meets or exceeds industry expectations
CAKE DECORA	TING			
Preparation for	0	1-2	3	4 5
<b>Decorating</b> 0-5 points	Cake layers or crumb coat are	Cake layers and crumb coat are	Cake layers are mostly evenly cut	Cake layers are evenly cut and crumb
o o ponito	not executed according to specifications	unevenly executed	and crumb coat applied correctly	coat is applied correctly
Borders and	0	1-2	3	4 5
<b>Decoration</b> 0-5 points	Not all required elements were attempted	Size, shape and/or color is inconsistent	Demonstration of skill meets acceptable industry expectations	Demonstration of skill meets or exceeds industry expectations
Writing	0	1-2	3	4 5
0-5 points	Did not attempt	Size, shape and/or placement of writing does not meet acceptable industry expectations	Demonstration of skill meets acceptable industry expectations	Demonstration of skill meets or exceeds industry expectations
Principles,	0	1-2	3	4 5
Techniques,	Incorrect technique used	Product assembled with	Product is assembled correctly	Product is assembled correctly and

Evaluator's Comments – include two things done well and two opportunities for impro	vement:	_
	TOTAL (90 points possible)	J
	Evaluator #	_
	Evaluator Initial	_
	Room Consultant Initial	_

# **BAKING AND PASTRY**

# Time Management Plan

Name of Member	•	State	

Time	Activity	Food Item/Equipment Needed

# Baking and Pastry Time Management Plan (continued)

Time	Activity	Food Item/Equipment Needed





Career Investigation, an individual event, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a *portfolio* and an *oral presentation*.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12

Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INFO	DRMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
								*	

<sup>\*</sup> Presentation Equipment is allowed only for presentation of electronic portfolio.

#### CAREER INVESTIGATION

#### **Procedures and Time Requirements for Competition**

Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
	The participant will have 5 minutes to set up any additional items for the event. Other persons may not assist.				
10 minutes	Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic) during				
	participant set up time. The participant must make the electronic portfolio accessible to evaluators.				
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The				
	participant will be stopped at 10 minutes.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.				

#### **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not contain more than 36 pages. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e. equipment, files, projectors, screens, and laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

SPE	ECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3	
1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and career investigated.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfoli</i>	o in the order in which the pa	irts appear.	
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		of the <i>Planning Process</i> was u of the <i>Planning Process</i> may	•	
	Evidence of Online Project Summary Submission	· · · · ·	t summary form located on the nclude signed proof of submit	•	
0–7	Content Divider Pages or Sections	may be tabbed, may contai	ection pages or slides. <i>Conter</i> n a title, a section name, <i>grap</i> umbers. They must not include	phic elements, thematic	

# Career Investigation Specifications (continued)

SPECIFIC	ATIONS	LEVEL 1	LEVEL 2	LEVEL 3	
Up to 25 8 ½" x 11" pages or 35 slides	Self-Assessment	Document evidence of self- assessment. Examples include examining personal interests and skills.	Document evidence of self- assessment. Examples include examining personal interests and skills, aptitudes and personality traits.	Document evidence of self- assessment. Examples include examining personal interests and skills, aptitudes, personality traits, values, and learning styles. Describe the role of self- assessment in the selection of the specific career.	
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position opportunities; job outlook; and salary.	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.	Provide detailed research including job description, duties and responsibilities; occupational safety/health considerations; qualifications; entry-level position and advancement opportunities; job outlook; and salary.	
	Experiences with Business, Industry, Agencies, and Organizations	Document research of a specific business, industry, agency, organization or experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, and organization personnel.	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.		
	Samples of Related School Work	Include two examples or samples (essays, assignments or other coursework) that relate to skills needed in selected career.			
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.			
	Works Cited/ Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .			
	Appearance	Portfolio must be neat, legibl	e, and <i>professional</i> and use corre	ct grammar and spelling.	

# Career Investigation Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration efforts in detail. The *portfolio* will be used by the participant during the oral presentation. No other *visuals* or *audiovisual equipment* will be permitted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.				
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.				
Relationship of Family and Consumer Sciences Coursework/ Standards	Describe the relationship of Family and Consumer Sciences coursework to selected career.  Explain which national FCCLA program could be used during project implementation.  Describe the relationship of Family and Consumer Sciences coursework to selected career. Explain which national FCCLA program could be used during project implementation.  Describe the relationship of Family and Consumer Science coursework and/or standard selected career. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.				
Use of <i>Portfolio</i>	Use portfolio to describe all phas	es of the project.			
Voice	Speak clearly with appropriate pi	tch, tempo, and volume.			
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.				
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.				



# STAR Events Point Summary Form CAREER INVESTIGATION

apter	State	Team #	Station #	Level
not show, write "No	ation at top is correct. If a student nar Show "across the top and return with	other forms. Do <b>NOT</b> o	change team or station	n numbers.
<ol><li>Before student prese listed below and fill in</li></ol>	ntation, the room consultants must cl n the boxes.	neck participants' port	folio using the criteria	and standards
·	presentation, verify evaluator scores a cation. Place this form in front of the c er.			
	ition in the room, double check all scorr and turn in to the Lead Consultant.	ores, names, and team	numbers to ensure a	ccuracy. Sort
	e Lead Consultants if there are any qu	estions regarding the e	evaluation process.	
ROOM CONSULTANT C				Points
Registration Packet 0 or 3 points	Picked up by adviser or d	esignated adult during so Yes	cheduled time 3	
Event Online Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation	2 In provided at presentat dviser	ion
Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point	O Binder is not the official FCCLA binder O Electronic Portfolio not in viewable format to the evaluators	Binder is the official F  Electronic Portfolio in evaluators	1 CCLA binder 1 viewable format to the	
Portfolio Pages 0–3 points	O Portfolio exceeds the page limit	1 2 or more errors Portfolio contains no pages or 47 slides cor including:  1 project ID page of table of content 1 Planning Process Project Summary 9 Up to 7 content di	or slide s page or slide s summary page or 2 slic Submission Proof	les
Punctuality 0-1 point	<b>0</b> Participant was late for presentation	Participant was on tin	<b>1</b> ne for presentation	
EVALUATORS' SCORES			OOM CONSULTANT TO	TAL
Evaluator 1	Initials		(10 points possib	ole)
Evaluator 2	Initials	AV	ERAGE EVALUATOR SCO	DRE
Evaluator 3	Initials	_	(90 points possib	ole)
Total Score	divided by number of evaluators  = AVERAGE EVALUATOR SCORE	(A	FINAL SCC verage Evaluator Score p	

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)



## **CAREER INVESTIGATION**

## Rubric Level 1

Name of Participa	nt							
Chapter			Sta	ate	Team #	Station	ı # Level_	
PORTFOLIO								
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps a presented but summarized		3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Self-Assessment 0–10 points	<b>0</b> Not included	1 2 Vaguely referred to but incomplete evidence	3 4 Some evidence self-assessmer		<b>5 6 7</b> Explained somewhat, be not documented source of self-assessment	es assessment	esources used for self-	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information	Research is cur but from unrel sources		5 6 7 Research is current but only partially addresse required components	t Research is cur s topic; from reli	9 10 rent, appropriate for able sources, and uired components	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	<b>0</b> No samples provided	1 Limited samples are provided	2 Limited resear experiences w undertaken		<b>3</b> Few experiences explained or limited research listed	Good variety of research or experiences and of value to the career choice selected	5 Wide variety of research or valuable experiences and documentation is clear and easy to understand	
Samples of Related School Work 0–10 points	0 No samples provided	1 2 Limited number of samples provided	3 4 Limited sample FCS or academ coursework		5 6 Samples of FCS and academic coursework are provided	7 8 Explanation and documented evidence of how school work will be used be in selected career	9 10 School work is explained thoroughly as to how it will be used in selected career	
Career Planning 0–5 points	<b>0</b> No career goal stated	1 Briefly explained career goal(s)	States career goal(s) but no for achieving goal(s)	plan	3 Brief explanation of career goal(s) and how to achieve the goal(s)	4 States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	5 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0–3 points	0 No resources listed	Resources are incomp current, or not reliable	•		2 e resources but incorrec ee style sheet)		<b>3</b> of current and reliable MLA or APA style (see	
Appearance 0–3 points	O Portfolio is illegible and unorganized	Portfolio is neat, but n grammatical or spellin is organized poorly	•		2 to is neat, legible, and ional, with correct gran elling	. • .	3 professional, correct spelling used with nization of	

# Career Investigation Rubric Level 1 (continued)

Organization/	0	1 2	3 4	5 6	7 8	9 10
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers
0 – 10 points	done or presented	some topic elements	all topic elements but	complete information	information	all relevant
	briefly and does not	some topic elements	with minimal	but does not explain	completely but does	information with a
	cover components of		information	the project well	not flow well	seamless and logical
	the project		IIIIOIIIIatioii	the project well	not now wen	delivery
Knowledge of	0	1	2	3	4	5 S
Selected Career	Little evidence of	Minimal evidence of	Some evidence of	Knowledge of career	Knowledge of career	-
0-5 points	career knowledge	career knowledge	career knowledge	is evident but not	is evident and	is evident and
•	career knowledge	career knowledge	career knowledge		shared at times in	
				effectively used in		incorporated
				presentation	the presentation	throughout the
Dalatianshin of	•					presentation
Relationship of Family and	0 Na svidana af	1	2	3	4	5
Consumer Sciences	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of career	
Coursework and	relationship between	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship
Standards	career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident and	is evident and
0-5 points		relationship	coursework		shared	explained well
Use of Portfolio	0	1	2	3	4	5
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves
0-5 points	during presentation	limit amount of	minimally during	incorporated	effectively	seamlessly between
		speaking time	presentation	throughout	throughout	oral presentation
				presentation	presentation	and portfolio
Voice – pitch,	0		1	2		3
tempo, volume	Voice qualities not used	Voice qua	lity is adequate	Voice quality is good, I	out could Voice qu	ality is outstanding and
0-3 points	effectively			improve	pleasing	
Body Language/	0		1	2		3
Clothing Choice	Uses inappropriate gestu		posture, mannerisms	Gestures, posture, ma	nnerisms, Gestures	s, posture, mannerisms,
0-3 points	posture or mannerisms,	,	ontact is inconsistent/	eye contact, and cloth	ing are eye cont	act, and clothing
	eye contact/inappropria	te clothing is	s appropriate	appropriate	enhance	presentation
	clothing					
Grammar/Word	0		1	2		3
Usage/ Pronunciation	Extensive (more than 5)	,	5) grammatical and	Few (1-2) grammatical		tion has no grammatical
0-3 points	grammatical and pronun	iciation pronuncia	ation errors	pronunciation errors	or pronu	nciation errors
· ·	errors					
Responses to Evaluators'	0	1	2	3	4	5
Evaluators' Questions	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to
0-5 points	evaluators'	some questions	questions but	adequately to all	responses to	questions were
0 0 points	questions		without ease or	questions	evaluators'	appropriate and
			accuracy		questions	given without
						hesitation

Evaluator's Comments – include two things	
done well and two opportunities for improvement:	TC
	/00

TOTAL	
(90 points possible)	
Evaluator #	
<b>Evaluation Initial</b>	
Room Consultant Initial	



## **CAREER INVESTIGATION**

## Rubric Level 2

Name of Participa	nt								
Chapter			Sta	ate	Team #		Station	#	Level
PORTFOLIO									
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps a presented but summarized		3 All Planning Process steps are summarized	Evidence Planning		The Planning Process is use plan the proj Each step is f explained	ed to ject.
Self-Assessment 0–10 points	<b>0</b> Not included	1 2 Vaguely referred to but incomplete evidence	3 4 Some evidence self-assessmen		5 6 7 Explained somewhat, to documented sources of assessment, includes na required components	of self-	self-assess required co	8 9 10 ed resources u ment and inclu omponents	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information	Research is cur but from unrel sources		5 6 7 Research is current bur partially addresses req components		Research is for topic; f		ources,
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	<b>0</b> No samples provided	1 Limited samples are provided	Limited experiences wo undertaken	ere	Few experiences explained; little variety of experiences	Good vari	ces and of he career	Wide variety valuable exp and docume is clear and e understand	eriences ntation
Samples of Related School Work 0-10 points	<b>0</b> No samples provided	1 2 Limited number of samples provided	3 4 Limited sample FCS or academ coursework		5 6 Samples of FCS and academic coursework are provided		ted	School work explained thoroughly a how it will be in selected ca	s to e used
Career Planning 0–5 points	<b>0</b> No career goal stated	1 Briefly explained career goal(s)	States career goal(s) but no for achieving goal(s)	plan	3 Brief explanation of career goal(s) and how to achieve the goal(s)	States car goal(s) th includes p education	at blan for n/ training r activities	Clearly states goal(s) and in thorough exp of plan and ac for achieveme goal(s)	cludes lanation ctivities
Works Cited/ Bibliography 0–3 points	0 No resources listed	Resources are incomp current, or not reliable	•		2 e resources but incorrece ee style sheet)	re	•	<b>3</b> of current and MLA or APA sty	
Appearance 0–3 points	O Portfolio is illegible and unorganized	Portfolio is neat, but r grammatical or spellir is organized poorly	•		2 io is neat, legible, and ional, with correct gran elling	nmar gi ef		<b>3</b> professional, co spelling used v nization of	

# Career Investigation Rubric Level 2 (continued)

ORAL PRESENT Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0 – 10 points	done or presented	some topic elements	all topic elements but	complete information	information	all relevant	
•	briefly and does not	some topic elements					
	cover components of		with minimal	but does not explain	completely but does		
	the project		information	the project well	not flow well	seamless and logical delivery	
Knowledge of	0	1	2	3	4	5	
Selected Career	Little evidence of	Minimal evidence of	Some evidence of	Knowledge of career	Knowledge of care	-	
0-5 points	career knowledge	career knowledge	career knowledge	is evident but not	is evident and	is evident and	
		career knowledge	career knowledge	effectively used in	shared at times in	incorporated	
				presentation	the presentation	throughout the	
				presentation	the presentation	presentation	
Relationship of	0	1	2	3	4	presentation <b>5</b>	
Family and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of care	•	
Consumer Sciences	relationship between	career knowledge	relationship of	and FCS coursework	and relationship to		
Coursework and	career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident.	is evident, national	
Standards		relationship	coursework	but flot stiated	shared and nationa	•	
0-5 points		reationalip	COUISEWOLK		program identified	and both explained	
					program identified	well	
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally during	incorporated	effectively	seamlessly between	
	•	speaking time	presentation	throughout	throughout	oral presentation	
		-h	<b>P</b>	presentation	presentation	and portfolio	
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not used	Voice qual	lity is adequate	Voice quality is good, b	ut could Voice of	quality is outstanding and	
0-3 points	effectively			improve	pleasin	g	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate gestu	ures, Gestures,	posture, mannerisms	Gestures, posture, mar	nnerisms, Gestur	es, posture, mannerisms,	
0-3 points	posture or mannerisms,	avoids and eye co	ontact is inconsistent/	eye contact, and clothi	ng are eye co	ntact, and clothing	
	eye contact/inappropriate clothing is clothing		appropriate	appropriate	enhand	ce presentation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5)	Some (3-5	) grammatical and	Few (1-2) grammatical	and Presen	tation has no grammatical	
Pronunciation	grammatical and pronur	nciation pronuncia	tion errors	pronunciation errors		nunciation errors	
0-3 points	errors						
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions		without ease or	questions	evaluators'	appropriate and	
			accuracy	•	questions	given without	
						hesitation	

Evaluator's Comments – include two things
done well and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator #	
<b>Evaluation Initial</b>	
Room Consultant Initial	



## **CAREER INVESTIGATION**

## Rubric Level 3 and 4

Name of Participa	nnt								
Chapter			Sta	ate	Team #		Station	# Level_	
PORTFOLIO									
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps a presented but summarized		3 All Planning Process steps are summarized	Evidence th Planning Pro was utilized project	ocess	5 The Planning Process is used to plan the project. Each step is fully explained	
Self-Assessment 0–10 points	<b>0</b> Not included	1 2 Vaguely referred to but incomplete evidence	3 4 Some evidence self-assessmen	e of	5 6 Documented resource self-assessment and ir required components		for self-as includes a compone	nted resources used assessment and all required ents. Describes role of ent in career choice	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information	Research is cur but from unrel sources	rrent	5 6 7 Research is current bu partially addresses rec components	•	appropria	9 10 is current, ate for topic; from ources, and includes ed components	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	0 No samples provided	1 Limited samples are provided	2 Limited experiences w undertaken	ere	Few experiences explained; little variety of experiences	Good variet experiences value to the choice selec	and of career	5 Wide variety of valuable experiences and documentation is clear and easy to understand	
Samples of Related School Work 0-10 points	0 No samples provided	1 2 Limited number of samples provided	3 4 Limited sample FCS or academ coursework	es of	5 6 Samples of FCS and academic coursework are provided	7 Explanation documente evidence of school work used be in scareer	d how will be	9 10 School work is explained thoroughly as to how it will be used in selected career	
Career Planning 0–5 points	0 No career goal stated	1 Briefly explained career goal(s)	States career goal(s) but no for achieving goal(s)	plan	3 Brief explanation of career goal(s) and how to achieve the goal(s)	States caree goal(s) that includes pla education/ and other a for achievin goal(s)	n for training ctivities	5 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0-3 points	0 No resources listed	Resources are incomp current, or not reliable			2 e resources but incorre see style sheet)	ct Con	•	<b>3</b> of current and reliable MLA or APA style <i>(see</i>	
Appearance 0–3 points	<b>0</b> Portfolio is illegible and unorganized	Portfolio is neat, but r grammatical or spellir is organized poorly			2 io is neat, legible, and sional, with correct granelling	nmar grar effe	nmar and	3 professional, correct spelling used with nization of	

# Career Investigation Rubric Level 3 and 4 (continued)

ORAL PRESENT	ATION						
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but doe not flow well	all relevant s information with a seamless and logical	
Knowledge of	0	1	2	3		delivery 5	
Knowledge of Selected Career 0-5 points	Little evidence of career knowledge	Minimal evidence of career knowledge	Some evidence of career knowledge	Knowledge of career is evident but not effectively used in presentation	Knowledge of care is evident and shared at times in the presentation	•	
Relationship of	0	1	2	3	4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of care and relationship to FCS is evident, shared and nation program identified FCS career pathwa identified	and FCS relationship is evident, national program identified, d. and both explained	
Use of Portfolio	0	1	2	3	4	5	
<b>during Presentation</b> 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	
Voice – pitch,	0		1	2	P	3	
tempo, volume 0-3 points	Voice qualities not used effectively	Voice qual	ity is adequate	Voice quality is good, b improve	ut could Voice pleasi	quality is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropriat clothing	avoids and eye co	1 posture, mannerisms intact is inconsistent/ appropriate	Gestures, posture, man eye contact, and clothin appropriate	ng are eye co	3 res, posture, mannerisms, ontact, and clothing cce presentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronun errors	•	grammatical and grown grows	Few (1-2) grammatical pronunciation errors		ntation has no grammatical nunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points		Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without	

Evaluator's Comments – include two things

done well and two opportunities for improvement:

TOTAL

(90 points possible)

TOTAL

(90 points possible)

Evaluator #

Evaluation Initial

Room Consultant Initial





Chapter in Review Display, a team event, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/ or related occupations and skills to the community. Participants must prepare a display and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

 Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL IN</b>	ENERAL INFORMATION														
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time							
1-3	Display, Oral Presentation	Table or Freestanding space - yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes after presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	35 minutes							

PRESENTAT	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

## **CHAPTER IN REVIEW DISPLAY**

## **Procedures and Time Requirements for Competition**

5 minutes	At the designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist.
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

## **Specifications**

## **Display**

The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, flip charts, portfolios, and photo albums are not allowed. Each display must include a project identification page and a Planning Process summary page.

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' name(s), chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the chapter's program of work; use of the <i>Planning Process</i> may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the display.
Membership Campaigns	Actively recruit new members and maintain <i>current</i> members through creative and innovative <i>campaigns</i> .
Meetings	Schedule and indicate attendance at chapter, district/regional, state, and/or national meetings.
Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
Community Service Activities	Plan and conduct service projects benefiting the school and/or community.
Chapter Resource Development	Maintain adequate chapter finances through fundraising campaigns or other efforts.
Chapter Budget	Document the flow of money in and out of the chapter budget for the <i>current</i> year. Budget template available in the FCCLA Adviser Portal and Student Portal.
State and National Programs	Complete project activities related to state and national programs.
Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related occupations.
Appearance	Display should be neat, legible, professional, and creative and use correct grammar and spelling.

## Chapter in Review Display Specifications (continued)

### **Oral Presentation**

The oral presentation may be up to 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to a 3-minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the purposes of FCCLA and Family and Consumer Sciences and members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>display</i> and notes or notecards if used. Wear FCCLA official dress, professional dress or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# STAR Events Point Summary Form CHAPTER IN REVIEW DISPLAY

ter	State	Team #	Station #	Level
	ation at top is correct. If a student nar write "No Show" across the top and r			
	entation, the room consultants must cl w and fill in the boxes.	heck participants' <i>displ</i>	ay using the criteria a	and
	presentation, verify evaluator scores a erification. Place this form in front of er.			
	tition in the room, double check all scor r and turn in to the Lead Consultant.	ores, names, and team	numbers to ensure a	ccuracy. Sort
5. Check with one of the	e Lead Consultants if there are any qu	estions regarding the e	evaluation process.	
ROOM CONSULTANT C				
Registration Packet	Picked up by adviser or d No <b>0</b>	esignated adult during so Yes		
0 or 3 points	0	165	2	
Online Event Orientation	Official documentation not provided	Official documentatio	n provided at presentat	tion
Documentation	at presentation time or signed by	time and signed by ad		
0 or 2 points	adviser			
Display Set-Up	0		1	
0-1 point	Participants did not set up their display within allotted time period	Participants set up dis	play during allotted tim	ne
Display Dimensions	0	periou	1	
0–1 point	Does not fit with the appropriate	The display fits/object	ts returned within displ	av
0 1 point	dimensions/objects not returned	after presentation		-,
	within display after presentation			
Project Identification Page	0		1	
0–1 point	Project ID page is missing or incomplete	Project ID page is pres	sent and completed	
Project Summary	0		1	
Submission Proof	Project Summary Submission missing	Project Summary Sub	mission present	
0–1 point				
Punctuality	0		1	
0–1 point	Participant was late for presentation	Participant was on tin		
<b>EVALUATORS' SCORES</b>		R	OOM CONSULTANT TO	TAL
Evaluator 1	Initials		(10 points possi	ible)
Evaluator 2	Initials	AV	ERAGE EVALUATOR SC	ORE
	Initials	_	(90 points possi	ible) · _
Evaluator 3				
Evaluator 3 Total Score	divided by number of evaluators		FINAL SC	ORE

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)



0

during presentation

Display not used

Display

0-5 points

## **CHAPTER IN REVIEW DISPLAY**

## Rubric

Name of Particip	ant	<del></del>					<del></del>
Chapter			State	Team #	Statio	n # Level	
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Membership Campaigns 0–5 points	<b>0</b> Not evident	1 or n	1 o campaign shown	<b>2 3</b> Campaigns descr		4 5 paigns are creative, pugh and successful	
Meetings 0-3 points	<b>0</b> No evidence sho	own Meet	<b>1</b> ings held/attended	<b>2</b> Meetings schedul attendance not ind	ed but Meetings dicated with atten	3 appropriately scheduled idance noted at chapter, gional, state and/or	
Recognition Activities 0–3 points	<b>0</b> Not evident	Limited or	<b>1</b> no activities shown	Recognition activities a appropriately	•	3 on activities are creative nto each event, multiple	
Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points	<b>0</b> No activities listed	1 2 Members participate in 1 of the 4 areas identified	3 4 Members participate in 2 of the 4 areas identified	5 6 Members participate in 3 of the 4 areas identified	7 8 Members participate in each of the 4 areas identified	9 10 Members are engaged in each of the 4 areas identified. Strategies result in activities which support and strengthen the program of work	
Community Service Activities 0–5 points	<b>0</b> Not evident	1 1 or no activities shown	2 Limited service activities shown	3 Service activities are evident and effective	4 2 or more creative and effective service activities with multiple partnerships	5 Extensive service activities and effective results	
Chapter Resource Development 0–5 points	0 No evidence shown	1 Limited evidence of resource development	2 1/more fundraisers or events to generate resources	3 Multiple fund development activities with varied results	4 Fundraisers and resources sought effectively	5 A developed system of seeking resources, fundraisers, donations	
Chapter Budget 0–5 points	<b>0</b> No evidence shown	1 Budget is evident but lacks information details	2 Budget is evident and may be incomplete	3 Budget is adequate but not extensive	<b>4</b> Budget is detailed	5 Budget is detailed and follows generally accepted accounting procedures	
State and National Programs 0-5 points	<b>0</b> Not evident	1 1 program with limited scope	2 2 or less activities	3 2 or more activities	4 3 or 4 activities shown with effective results	5	
Public Relations Efforts 0–5 points	<b>0</b> No evidence	1	1 activity shown	<b>2 3</b> 2 or more activities		4 5 reative and effective th a variety of methods	

2

Display has minimal

appeal

1

aesthetically pleasing

Display has many

errors and is not

3

color, and design

including technology

appropriate and of high

quality

4

Display has good word, Display is creative, has Display is creative,

design choice

good word, color, and

# Chapter in Review Display Rubric (continued)

ODAL DD565	NEATION						Point
ORAL PRESE Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation cove some topic eleme		5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Program of Work 0-5 points	<b>0</b> Not evident		1 Missing or lacks variety	<b>2</b> : Focuses on a fe	col	4 5 ows variety/creativity with mprehensive member rolvement. Reflects Purposes of CLA	
Use of Display during Presentation 0-5 points	<b>0</b> Display not used during presentation	Display used to amount of spea time		3 Display incorporated throughout presentation	Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume O-3 points	Voice qualities not use effectively	d Vo	1 ice quality is adequate	Voice quality is good improve	•	3 Dice quality is outstanding and easing	
Body Language/ Clothing Choice O-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids an	1 stures, posture, mannerisms d eye contact is inconsistent/ thing is appropriate	Gestures, posture, m eye contact, and clot appropriate	:hing are ey	3 estures, posture, mannerisms, re contact, and clothing enhance resentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5 grammatical and pronterrors		1 me (3-5) grammatical and onunciation errors	Few (1-2) grammatic pronunciation errors		3 resentation has no grammatical r pronunciation errors	
Responses to Evaluators' Questions 0-5 points		1 Unable to answer come questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questi	5 Responses to questions were appropriate and ons given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

<b>TOTAL</b> (90 points possible)					
Evaluator #					
Evaluator Initial					
Room Consultant Initial					



# **Chapter in Review Portfolio**



Chapter in Review Portfolio, a team event, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the community. Participants must prepare a portfolio and an oral presentation.

### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time	
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or- Professional dress – or costume appropriate to event		10 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	35 minutes	

PRESENTAT	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **CHAPTER IN REVIEW PORTFOLIO**

# **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.				
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.				

## **Specifications**

## **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the chapter's program of work. Materials must be contained in the official STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an electronic *portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the chapter's program of work; use of the <i>Planning Process</i> may also be described in the oral presentation.
<sup>1</sup> $\square$	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–9	Content Divider Pages or Sections	Use 0 to 9 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

## Chapter in Review Portfolio (continued)

	Membership <i>Campaign</i> s	Actively recruit new members and maintain <i>current</i> ones through creative and innovative <i>campaigns</i> .			
	Meetings	Schedule and indicate attendance at chapter, district/regional, state, and/or national meetings.			
	Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.			
Up to 35 8 ½" x 11"	Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.			
pages or 45	Community Service Activities	Plan and conduct service activities benefiting the school and/or community.			
slides	Chapter Resource Development	Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.			
	Chapter Budget	Document the flow of money in and out of the chapter budget for the current year. Budget template available in the FCCLA Adviser Portal and Student Portal.			
	State and National Programs	Complete project activities related to state and national programs.			
	Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related careers.			
	Portfolio Appearance	Portfolio should be neat, legible, professional, creative and use correct grammar and spelling.			

### **Oral Presentation**

The oral presentation may be up to 15 minutes in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants may not carry in additional *visuals* or *props* for the oral presentation. Participants may use audio and/or visual recordings, but they are limited to a 3-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the purposes of FCCLA and Family and Consumer Sciences and members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>portfolio</i> and notes or notecards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# STAR Events Point Summary Form CHAPTER IN REVIEW PORTFOLIO

State	Team #	Station #	Level
	State	State Team #	

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT C	HECK		Point
Registration Packet	Picked up by adviser or c	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser <b>0</b>	1	
Hardcopy Portfolio 0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 48 single-sided	
		pages or 59 slides completed correctly, including:	
		• 1 project ID page or slide	
		1 table of contents page or slide	
		<ul> <li>1 Planning Process summary page or 2 slides</li> </ul>	
		<ul> <li>Project Summary Submission Proof</li> </ul>	
		<ul> <li>Up to 9 content divider pages or slides</li> </ul>	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCOR Rounded only to the nearest hundredth (i.e. 79.		
ATING ACHIEVED (circle			
	CORE AND RATING (please initial)		

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## **CHAPTER IN REVIEW PORTFOLIO**

## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO							Point
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Membership Campaigns 0–5 points	<b>0</b> Not evident	1 or n	<b>1</b> o campaign shown	<b>2 3</b> Campaigns descr	•	4 5 aigns are creative, ugh and successful	
<b>Meetings</b> 0-3 points	<b>0</b> No evidence sho	wn Meet	1 ings held/attended	2 Meetings schedule attendance not inc	licated with atten	appropriately scheduled dance noted at chapter, gional, state and/or vels	
Recognition Activities 0–3 points	<b>0</b> Not evident	Limited or I	1 no activities shown	Recognition activities a appropriately	_	3 n activities are creative nto each event, multiple	
Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points	<b>0</b> No activities listed	1 2 Members participate in 1 of the 4 areas identified	3 4 Members participate in 2 of the 4 areas identified	5 6 Members participate in 3 of the 4 areas identified	7 8 Members participate in each of the 4 areas identified	9 10 Members are engaged in each of the 4 areas identified. Strategies result in activities which support and strengthen the program of work	
Community Service Activities 0–5 points	<b>0</b> Not evident	1 1 or no activities shown	2 Limited service activities shown	evident and effective	4 2 or more creative and effective service activities with multiple partnerships	5 Extensive service activities and effective results	
Chapter Resource Development 0–5 points	<b>0</b> No evidence shown	1 Limited evidence of resource development	2 1/more fundraisers or events to generate resources	3 Multiple fund development activities with varied results	4 Fundraisers and resources sought effectively	5 A developed system of seeking resources, fundraisers, donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence shown	1 Budget is evident but lacks information details	2 Budget is evident and may be incomplete	3 Budget is adequate but not extensive	<b>4</b> Budget is detailed	5 Budget is detailed and follows generally accepted accounting procedures	
State and National Programs 0–5 points	<b>0</b> Not evident	1 1 program with limited scope	2 or less activities	3 2 or more activities	4 3 or 4 activities shown with effective results	5 or more activities shows with effective results	
Public Relations Efforts 0–5 points	<b>0</b> No evidence	1	1 activity shown	2 3 2 or more activities		4 5 eative and effective th a variety of methods	
<b>Portfolio</b> 0-5 points	O Portfolio not used during presentation	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio has minimal appeal	word, color, and design	4 Portfolio has good word, color, and design choice	5 Portfolio is creative, appropriate and of high quality	

## Chapter in Review Portfolio Rubric (continued)

**Points ORAL PRESENTATION** Organization/ 3 10 Delivery Presentation is not Presentation covers Presentation covers Presentation covers Presentation covers all Presentation gives 0 - 10 points done or presented some topic elements all topic elements but complete information relevant information with a briefly and does not with minimal information but does completely but does seamless and logical cover components of information not explain the not flow well delivery the project project well Program of 0 1 2 3 4 Work Shows variety/creativity with Not evident Missing or lacks variety Focuses on a few areas 0-5 points comprehensive member involvement. Reflects Purposes of **FCCLA** Use of Portfolio 0 1 2 3 4 during Portfolio not used Portfolio used Portfolio used to Portfolio used Portfolio Presentation moves Presentation during presentation limit amount of minimally during incorporated effectively seamlessly between 0-5 points speaking time presentation throughout throughout oral presentation presentation presentation and portfolio Voice - pitch, 0 tempo, volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively improve pleasing Body Language/ **Clothing Choice** Uses inappropriate gestures, Gestures, posture, mannerisms Gestures, posture, mannerisms, Gestures, posture, mannerisms. 0-3 points posture or mannerisms, avoids and eye contact is inconsistent/ eye contact, and clothing are eye contact, and clothing enhance eye contact/inappropriate clothing is appropriate appropriate presentation Grammar/Word 2 1 Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points Responses to Evaluators' Responded to all Did not answer Unable to answer Responded Gave appropriate Responses to Questions evaluators' questions some questions questions but without adequately to all responses to auestions were 0-5 points ease or accuracy questions evaluators' questions appropriate and given

Evaluator's Comments – include two things done well and 2 opportunities for improvement:

<b>TOTAL</b> (90 points possible)	
Evaluator	#
Evaluator Initia	I
Room Consultant Initial	

without hesitation



Chapter Service Project Display, a team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. Participants must prepare a display and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	IFORMATION							
Number of Participant s per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Display, Oral Presentation	Table or freestanding space – yes Electrical Access – no Wall Space – Supplies - no	Official dress - or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

## **CHAPTER SERVICE PROJECT DISPLAY**

## **Procedures and Time Requirements for Competition**

5 minutes	At the designated participation time, participants will have 5 minutes to set up a display. Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio and/or visual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

## **Specifications**

## **Display**

A display should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each display must include a project identification page and a Planning Process summary page.

Project Identification Page	One 8 ½ "x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' names, chapter name, school, city, state, event name, and project title.
FCCLA Planning Process Summary Page	One 8 $\frac{1}{2}$ " x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> should be described more in depth in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the display.
Display	Display should be neat, legible, professional, and creative and use correct grammar and spelling.
Identify Concerns: Address Specific Needs	Project addresses an urgent and significant need in the school, <i>community</i> , and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.
Identify Concerns: Target Audience	Research and consideration were given to develop an appropriate project for a specific <i>audience</i> .
Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
Set a Goal: Reflects FCCLA Purposes	Project is related to at least one of the organization's eight purposes, and may also relate to the mission of FCCLA or the organization's strategic plans.
Set a Goal: Relates to Family and Consumer Sciences Content and Skill	Project relates to Family and Consumer Sciences <i>content</i> , standards and the knowledge and skills members learned in Family and Consumer Sciences areas is utilized.
Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
Form a Plan: Partners	Include partnerships and cooperative actions taken.
Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
Form a Plan: Activities Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.

## Chapter Service Project Display Specifications (continued)

Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
Form a Plan: Increase Awareness/ Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
Act: Youth Involved and Volunteer Recruitment	Project is youth led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.
Act: Uniqueness	Project should be uniquely designed by youth to meet the needs and <i>audience</i> intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, formal evaluations.

### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and its outcomes. Participants presenting a *display* may use audio and/or visual recordings, but they are limited to 1-minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* may be used as a *visual* during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Use of <i>Display</i>	Design original, appealing <i>display</i> . Use the <i>display</i> to support, illustrate, and complement the project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.



# STAR Events Point Summary Form CHAPTER SERVICE PROJECT DISPLAY

ne of Participant				
oter	State	Team #	Station #	Level
	cion at top is correct. If a student nar vrite "No Show" across the top and r			
2. Before student presen standards listed below	tation, the room consultants must class and fill in the boxes.	neck participants' displo	ay using the criteria an	d
•	resentation, verify evaluator scores a rification. Place this form in front of			
	cion in the room, double check all sco and turn in to a Lead Consultant.	ores, names, and team	numbers to ensure acc	uracy. Sort
5. Check with one of the	Lead Consultants if there are any qu	estions regarding the e	valuation process.	
ROOM CONSULTANT CH				Poin
Registration Packet	` '	esignated adult during sch		
0 or 3 points	No <b>0</b>	Yes	3	
Event Online	<b>O</b> Official documentation not provided	Official documentation	<b>2</b> n provided at presentatio	n
Orientation  Documentation	at presentation time or signed by	time and signed by ad		"
0 or 2 points	adviser	time and signed by ad	V13C1	
Display Set-Up	0		1	
0-1 point	Participants did not set up their display within allotted time period	Participants set up dis period	play during allotted time	
<b>Display Dimensions</b>	0		1	
0–1 point	Does not fit with the appropriate dimensions/objects not returned within display after presentation	The display fits/object after presentation	s returned within display	
Project Identification Page	0		1	
0–1 point	Project ID page is missing or incomplete	Project ID page is pres correctly		
Project Summary Submission Proof 0–1 point	<b>0</b> Project Summary Submission missing	Project Summary Subr	1 nission present	
Punctuality	0		1	
0–1 point	Participant was late for presentation	Participant was on tim	e for presentation	
<b>EVALUATORS' SCORES</b>		RO	OOM CONSULTANT TOTA	\L
Evaluator 1	Initials		(10 points possible	e)
Evaluator 2	Initials	AVE	RAGE EVALUATOR SCOR	E
Evaluator 3	 Initials	_	(90 points possible	e)
Total Score	divided by number of evaluators		FINAL SCOR	
10.01.0010	= AVERAGE EVALUATOR SCORE	100	erage Evaluator Score plu	
	Rounded only to the nearest hundredth (i.e	(AV	crage Evaluator Score bit	I)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 



## **CHAPTER SERVICE PROJECT DISPLAY**

## Rubric

Name of Participa	ant						
Chapter			State	Team #	Station	# Level_	
Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
<b>Display Appearance</b> 0-5 points	O Not used during presentation	1 Many errors and is not aesthetically pleasing	2 Has minimal appeal	3 Needs some improvement in content and design	4 Good word, color, and design choice	5 Creative, appropriate and of high quality	
Addressed a Specific Need Identify Concerns 0-4 points	<b>0</b> No evidence shown	1 Limited needs identified	Project needs are addressed but somew unclear or vague	Project addresses need for family, so community or Fan and Consumer Sci	chool, identify an urg nily for school, con ences Family and Cor	4 nods were used to ent and significant need nmunity, global or for nsumer Sciences, gather escribed in detail	
Target Audience Identify Concerns 0-3 points	<b>0</b> No mention of the inten audience	·		<b>2</b> evident that the project waigned for the intended audi		<b>3</b> riate for the specific intended audience	
Goals/Mission Set a Goal 0-3 points	<b>0</b> Goals are missing	Goals are limite	1 ed in scope Goa	<b>2</b> als and mission are explaine		<b>3</b> late to needs and project is evident	
Reflects FCCLA Purposes Set a Goal 0-2 points	O Did not refer to a purpo	se	1 FCCLA Purposes are b	riefly mentioned The	2 Hink to FCCLA Purposes	s explained in detail	
Family and Consumer Sciences Content and Skills Set a Goal 0-3 points	<b>0</b> FCS not mentioned	•	1 o of project to Family ner Sciences is not or vague	The project relates to Fai Consumer Sciences know and skills	vledge standards. Pa	ted to the national FCS rticipant members use at FCS skills in plans and	
Project Scope Form a Plan 0-3 points	0 No evidence	1 Project is limited	l in scope Proj effo Cha	2 ject may be similar to other orts or an annual event. illenges and barriers are luated	descriptions and scope, uses tech	3 planning meetings, task efforts, has a wide nology, and is unique. idered and resolved	
Project's Organization Form a Plan 0-4 points	0 Little organization is evident	Organization is diffito follow, not conci- not thorough	cult The plan is t	anized more is organized make ion with	ed in sequence ident exam consi vario selec	4 roject members ified standards, ined alternative actions, dered consequences of us alternative, and ted acceptable natives	
Cooperative Efforts/Partners Form a Plan 0-3 points	0 No evidence shown	Cooperative	1 e effort is limited	<b>2</b> Partners are limited in sc	partners. Part	3 ort to involve 2 or more cicipant(s) were creative ul in recruiting partners	
Work Plan Form a Plan 0-3 points	<b>0</b> No work plan		1 work plan of ks has limited details	<b>2</b> Work plan has some deta evidence of planning	ails and Work plan is o	3 explained in detail and is	
Timeline Form a Plan 0-3 points	No timeline	A limited tin	1 neline is explained	Z Timeline explained with so detail. A work plan of assig tasks has limited details		<b>3</b> many steps and sks are explained	
Activities/Tasks and Roles Form a Plan 0-3 points	None indicated	•	1 tivities are limited limited members	Project involves most men plan includes detailed activities/roles/tasks	membership	ds beyond the to include community, itional volunteers	

# Chapter Service Project Display Rubric (continued)

Budget	0		1	2		3	
Form a Plan )-3 points	No budget provided	Budget is o	evident	Budget reflects the progoals	additional res described. Ma	ailed and thoughtful with ources were sought and any partners are evident to e resources of the project	
ncrease	0		1	2	d2212f Miffi fili	2	
Awareness Public Relations Form a Plan 0-3 points	No activities shown	increases a	evident the project wareness of FCCLA and Consumer Sciences	Multiple strategies for routreach and publicity a evident	are FCCLA and FCS peers, commur	ly increased awareness of with many of these audiences: nity, public, elected officials, trators, and school board	
<b>Project Impact</b> A <i>ct</i> 0-3 points	<b>0</b> Impact missing	·	lained in a limited i	2 Impact of project is shown in a variety of methods ar statistics, surveys and info	nd data, statist	3 ct is significant with data, tics, surveys and information	
Youth Involved and	(	0		1		2	
Volunteer Recruitment Act 0-2 points	Project is not youth led. recruited	Volunteers were not	Project is youth led and	d members volunteered	beyond chapter me usually invited to pa	Volunteers were recruited mbership with people not articipate (older persons, ersons with special needs)	
Uniqueness		0		1		2	
Act	Project is not unique		•	previously or is a project		its approach to solve a	
0-2 points			designed to a similar e	ffort	problem or meet a	need	ļ
Evaluation Follow Up	<b>0</b> No evidence of follow	1 Limited evidence of	2 Evaluation is suite	ant Coma Funluation in	<b>3</b> volves multiple Eval	4	
0-4 points	up	follow up and evaluat	Evaluation is evide ion strategies are use follow up	ed for strategies, int surveys, pre a	terviews, stra and post tests, and	luation involves multiple tegies, interviews, surveys, pre post tests, reports and used	
				reports. Follo plans for repl	ication, and repl	nnology. Follow up includes ication plans, future efforts,	
		1 2	3 /	plans for repl appreciation	ication, and repl and recognition less app	ication plans, future efforts, ons learned, and reciation/recognition	
ORAL PRESENTA Organization/ Delivery 0 – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	plans for repl	ication, and repl and recognition less	ication plans, future efforts, ons learned, and	
Organization/ Delivery 0 – 10 points  Use of Display	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	plans for repl appreciation : 5 6 Presentation gives complete information but does not explain the project well	ication, and repland recognition less app  7 8  Presentation covers information completely but does not flow well	ication plans, future efforts, ons learned, and reciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5	
Organization/ Delivery 0 – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	plans for repl appreciation :  5 6  Presentation gives complete information but does not explain the project well  3  Display incorporated throughout ti	ication, and repland recognition less app  7 8  Presentation covers information completely but does not flow well	ication plans, future efforts, ons learned, and reciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery	
Organization/ Delivery 0 – 10 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover components of the project  O  Display not used during presentation  0	Presentation covers some topic elements  1 Display used to limit amount of speaking time	Presentation covers all topic elements but with minimal information  2 Display used minimally during presentation 1	plans for repl appreciation of the project well  3 Display incorporated throughout presentation plant the project well  2	ication, and repland recognition less app  7 8 Presentation covers information completely but does not flow well  4 Display used effectively hroughout presentation	ication plans, future efforts, ons learned, and reciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral	
Organization/ Delivery 0 – 10 points  Use of Display during Presentation 0-5 points  Voice – pitch, tempo, volume	Presentation is not done or presented briefly and does not cover components of the project  O  Display not used during presentation  0	Presentation covers some topic elements  1 Display used to limit amount of speaking time  d effectively Voice quastures, Gestures, s, avoids eye and eye co	Presentation covers all topic elements but with minimal information  2 Display used minimally during presentation 1	plans for repl appreciation of the project well  3 Display incorporated throughout presentation plant the project well  2	ication, and repland recognition less app  7 8 Presentation covers information completely but does not flow well  4 Display used effectively throughout oresentation d improve Voice qualiannerisms, Gestuching are elses	ication plans, future efforts, ons learned, and reciation/recognition  9 10 Presentation covers all relevant information with a seamless and logical delivery  5 Presentation moves seamlessly between oral presentation and display 3	
Organization/ Delivery 0 – 10 points  Use of Display during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice	Presentation is not done or presented briefly and does not cover components of the project  Display not used during presentation  Voice qualities not use  Uses inappropriate gesposture or mannerism:	Presentation covers some topic elements  1 Display used to limit amount of speaking time  d effectively Voice quastures, Gestures, and eye clothing clothing is grammatical Some (3-5)	Presentation covers all topic elements but with minimal information  2 Display used minimally during presentation  1 lity is adequate Voice  1 posture, mannerisms ontact is inconsistent/	plans for repl appreciation appreciation of the project well   3 Display incorporated throughout the presentation presenta	ication, and repland recognition less app  7 8 Presentation covers information completely but does not flow well  4 Display used effectively throughout oresentation d improve Voice qualiannerisms, Gestuching are eye coenhar	ication plans, future efforts, ons learned, and reciation/recognition  9 10 Presentation covers all relevant information with a seamless and logical delivery  5 Presentation moves seamlessly between oral presentation and display  3 ity is outstanding and pleasing ares, posture, mannerisms, ontact, and clothing	

Evaluator's Comments – include two things done
well and two opportunities for improvement:

<b>TOTAL</b> (90 points possible)	
Evaluator	#
Evaluator Initia	ıl
Room Consultant Initia	I



# **Chapter Service Project Portfolio**



Chapter Service Project Portfolio, a team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. Participants must prepare a portfolio and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INF	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event		5 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	25 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
					•		•	*	

<sup>\*</sup> Presentation Equipment is allowed only for presentation of electronic portfolio.

## **CHAPTER SERVICE PROJECT PORTFOLIO**

## **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.			
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>portfolio</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.		
	Participants will be stopped at 10 minutes.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		

## **Specifications**

## **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 19 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio* 

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 30 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0-5	Content Divider Pages or Sections	Use 0 to 5 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.
	Portfolio Appearance	Portfolio should be neat, legible.

# Chapter Service Project Portfolio Specifications (continued)

	Identify Concerns: Address Special Needs	Project addresses an urgent and significant need in the school, community, and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology may have been used to gather data.
	Identify Concerns: Target Audience	Research and consideration were given to develop an appropriate project for a specific <i>audience</i> .
	Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
	Set a Goal: Reflects FCCLA Purposes	Project is related to at least one of the organization's eight purposes, and may also relate to the mission of FCCLA or the organization's strategic plan.
Up to 10	Set a Goal: Relates to Family and Consumer Sciences	Project relates to family and consumer sciences <i>content</i> , standards and the knowledge and skills of members learned in family and consumer sciences areas is utilized.
8 ½" x 11"	Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
pages or 20 slides	Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
	Form a Plan: Partners	Include partnerships and cooperative actions taken.
	Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
	Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
	Form a Plan: Activities, Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
	Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
	Form a Plan: Increase Awareness/Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
	Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
	Act: Youth Involved and Volunteer Recruitment	Project is youth-led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.
	Act: Uniqueness	Project should be uniquely designed by youth to meet the needs and audience intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
	Follow Up: Evaluation and Follow up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.

# Chapter Service Project Portfolio Specifications (continued)

## **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The presentation should explain the specifics of the project and its outcomes. Participants may not carry in additional *visuals* or *props* for the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Use of <i>Portfolio</i> During Presentation	Use the <i>portfolio</i> to describe all phases of the project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact, and appropriate handling of <i>portfolio</i> and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.



# STAR Events Point Summary Form CHAPTER SERVICE PROJECT PORTFOLIO

oter	State	Team #	Station #	Level
	nation at top is correct. If a student nam r, write "No Show" across the top and re			
•	entation, the room consultants must chook and fill in the boxes.	eck participants' portfolio	using the criteria and	I
	presentation, verify evaluator scores a verification. Place this form in front of ter.			
	etition in the room, double check all scorer and turn in to the Lead Consultant.	res, names, and team nun	nbers to ensure accur	acy. Sort
5. Check with one of the	ne Lead Consultants if there are any que	stions regarding the evalu	lation process.	
ROOM CONSULTANT O				Point
Registration Packet		signated adult during schedu	uled time	
0 or 3 points	No 0	Yes 3		
Event Online	<b>O</b> Official documentation not provided	2 Official documentation pro	avided at presentation	
Orientation  Documentation	at presentation time or signed by	time and signed by advise		
0 or 2 points	adviser	time and signed by davises		
Hardcopy Portfolio	0	1		
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA	binder	
Electronic Portfolio	0	1		
0–1 point	Electronic Portfolio not in viewable format to the evaluators	Electronic Portfolio in viev evaluators	vable format to the	
Portfolio Pages	0	1 2	3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 err	or no errors	
		Portfolio contains no more	_	
		pages or 30 slides complet	ed correctly,	
		including:		
		1 project ID page or sli		
		<ul><li>1 table of contents pag</li><li>1 Planning Process sun</li></ul>		
		Project Summary Subn		
		Up to 5 content divides		
		Up to 10 content page:	. •	
Punctuality	0	1		
0–1 point	Participant was late for presentation	Participant was on time fo	r presentation	
<b>EVALUATORS' SCORES</b>		ROOM	1 CONSULTANT TOTAL	
Evaluator 1	Initials		(10 points possible)	
Evaluator 2	Initials	AVERAG	GE EVALUATOR SCORE	
Evaluator 3	Initials		(90 points possible)	
Total Score	divided by number of evaluators		FINAL SCORE	
. 5 (4) 5001 (	= AVERAGE EVALUATOR SCORE	/Averag	ge Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.		com Consultant Total)	l .

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_



# **CHAPTER SERVICE PROJECT PORTFOLIO**

## Rubric

Name of Participa	ant						
Chapter			State	Team #		Station #	Level
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that Planning Proce utilized to plar	t the The Planning ess was is used to pl	g Process an the h step is
Portfolio Appearance 0-5 points	presentation	not aesthetically pleasing	<b>2</b> Has minimal appeal	3 Needs some improvement in content and design	Good word, c design choice	and of high	
Addressed a Specific Need Identify Concerns 0-4 points	<b>0</b> No evidence shown	1 Limited needs identifi		t somewhat for fam gue commu	3 addresses a need ily, school, inity or Family nsumer Sciences	Research methods we identify an urgent and need for school, come global or for Family a Consumer Sciences, geand are described in a	d significant munity, nd gather data
Target Audience Identify Concerns 0-3 points	No mention of the intended audience	l Little consider audience	1 ration for intended	2 It is evident that the prodesigned for the intend		<b>3</b> roject is appropriate for the tributes of the intended a	
Goals/Mission Set a Goal 0-3 points	<b>O</b> Goals are missing	Goals are lim	<b>1</b> ited in scope	<b>2</b> Goals and mission are	•	<b>3</b> oals/mission relate to no ationale for the project is	
Reflects FCCLA Purposes Set a Goal 0-2 points	O Did not refer to a purpose	2		<b>1</b> re briefly mentioned	The link to Fo	<b>2</b> CCLA Purposes is explair	ned in
Family and Consumer Sciences Content and Skills Set a Goal 0-3 points	<b>0</b> FCS not mentioned	•	1 of project to Family er Sciences is not r vague	The project relates to Consumer Sciences kn and skills	nowledge st m	3 roject is related to the n andards. Participant me any different FCS skills i	mbers use
Project Scope Form a Plan 0-3 points	O No evidence	Project is lim	1 ited in scope	Project may be similar efforts or an annual er Challenges and barrier evaluated	vent. pl rs are ar te	3 roject involved multiple lanning meetings, task d nd efforts, has a wide sc echnology, and is unique te considered and resolv	escriptions ope, uses . Barriers
Project's Organization Form a Plan 0-4 points	<b>0</b> Little organization is evident	1 Organization is difficu follow, not concise, no thorough	It to The plan is th	anized more organiz make on with	<b>3</b> n is thorough and led in sequence	d is The project membridentified standard alternative actions consequences of vialternative, and se acceptable alterna	ls, examined , considered arious lected
Cooperative Efforts/Partners Form a Plan 0-3 points	<b>0</b> No evidence shown	Cooperative	<b>1</b> effort is limited	2 Partners are limited in	Pa th	3 Attensive effort to involve Articipant(s) were creati Articipantful in recruiting co Artiners	ve and
Work Plan Form a Plan 0-3 points	<b>0</b> No work plan	The project v assigned task	1 work plan of as has limited details	<b>2</b> Work plan has some devidence of planning		3 /ork plan is explained in extensive	detail and
Timeline Form a Plan 0-3 points	No timeline	A limited tim	1 eline is explained	2 Timeline explained with detail. A work plan of a tasks has limited details	ssigned pr	<b>3</b> meline has many steps a rocesses, tasks are expla	
Activities/Tasks and Roles Form a Plan 0-3 points	None indicated	-	1 vities are limited imited members	Project involves most m plan includes detailed activities/roles/tasks	m	3 roject extends beyond thembership to include co	ommunity,

# Chapter Service Project Portfolio Rubric (continued)

Budget	0		1	2		3	
Form a Plan	No budget provided	Budget is	evident	Budget reflects the project's	U	niled and thoughtful with	
0-3 points				goals		ources were sought and	
					described. Ma	iny partners are evident to	
					assist with the	resources of the project	
ncrease	0		1	2		3	
Awareness Public	No activities shown	Efforts are	evident the project	Multiple strategies for media	a, Project p	oositively increased awareness	
Relations		increases a	wareness of FCCLA and	outreach and publicity are ev	vident of FCCLA	and FCS with many of these	
Form a Plan		Family and	Consumer Sciences			es: peers, community, public,	
)-3 points		. ,				officials, school administrators,	
·						ool board	
Project Impact	0		1	2	4114 50116	3	
Act	Impact missing	Impact on	community or	Impact of project is shown	and Impac	t is significant with data,	
)-3 points	mpace missing	•	nembers is explained in	evident in a variety of meth		ics, surveys and information	
, o po		a limited v	•	data, statistics, surveys and		ics, sarveys and imprination	
		a ilitilleu v	way	•	,		
outh Involved and	0	1		information 1		2	
	-		Decidation and I last an	d mambara valuata anad	Oroinat inth. I - I		
/olunteer	Project is not youth led. \	volunteers were not	Project is youth-led an		• •	Volunteers were recruited	
Recruitment	recruited					mbership with people not	
Act						rticipate (older persons,	
0-2 points					cultural diversity, pe	rsons with special needs)	
Jniqueness	0	)		1		2	
Act	Project is not unique		,			ts approach to solve a	
)-2 points			designed to a similar e	ffort p	oroblem or meet a n	need	
valuation	0	1		2	3	4	
follow Up	No evidence of follow up	Limited evidence of	of follow Evaluation is	s evident. Some Evaluation in	volves multiple	Evaluation involves multiple	
					•	·	
0-4 points		up and evaluation	strategies a	re used for strategies, int	terviews.	strategies, interviews, surveys,	
0-4 points		up and evaluation	strategies a	<b>J</b> ,	•	strategies, interviews, surveys, pre and post tests, reports and	
0-4 points		up and evaluation	strategies a follow up	surveys, pre a	and post tests,	pre and post tests, reports and	
0-4 points		up and evaluation	J	surveys, pre a reports. Follo	and post tests, ow up includes	pre and post tests, reports and used technology. Follow up	
0-4 points		up and evaluation	J	surveys, pre a reports. Follo plans for repl	and post tests, w up includes ication, and	pre and post tests, reports and used technology. Follow up includes replication plans,	
0-4 points		up and evaluation	J	surveys, pre a reports. Follo plans for repl	and post tests, w up includes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned,	
	ATION	up and evaluation	J	surveys, pre a reports. Follo plans for repl	and post tests, w up includes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans,	
ORAL PRESENTA		·	follow up	surveys, pre a reports. Follo plans for repl appreciation	and post tests, www.pincludes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	
ORAL PRESENTA Organization/	0	up and evaluation	J	surveys, pre a reports. Follo plans for repl	and post tests, w up includes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned,	
ORAL PRESENTA Organization/ Delivery	<b>0</b> Presentation is not	·	follow up	surveys, pre a reports. Follo plans for repl appreciation	and post tests, www.pincludes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	
ORAL PRESENTA Organization/ Delivery	<b>0</b> Presentation is not done or presented	1 2	follow up	surveys, pre a reports. Follo plans for repl appreciation of the second	and post tests, www.pincludes ication, and and recognition	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	
ORAL PRESENTA Organization/ Delivery	O Presentation is not done or presented briefly and does not	1 2 Presentation covers	follow up  3 4  Presentation covers	surveys, pre a reports. Follo plans for repl appreciation of the second	and post tests, we up includes ication, and and recognition  7 8 esentation covers formation	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a	
ORAL PRESENTA Organization/ Delivery	O Presentation is not done or presented briefly and does not cover components of	1 2 Presentation covers	follow up  3 4  Presentation covers all topic elements but with minimal	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives Pre complete information inf but does not explain column.	and post tests, ow up includes ication, and and recognition  7 8 esentation covers formation mpletely but does	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical	
ORAL PRESENTA Organization/ Delivery ) – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	follow up  3 4  Presentation covers all topic elements but with minimal information	surveys, pre a reports. Follo plans for repl appreciation of the presentation gives complete information but does not explain couthe project well no	and post tests, ow up includes ication, and and recognition  7 8 esentation covers formation mpletely but does ut flow well	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio	O Presentation is not done or presented briefly and does not cover components of the project  O	1 2 Presentation covers some topic elements	follow up  3 4  Presentation covers all topic elements but with minimal information	surveys, pre a reports. Follo plans for repl appreciation of the presentation gives complete information but does not explain the project well no	and post tests, ow up includes ication, and and recognition  7 8 essentation covers formation mpletely but does of flow well  4	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5	
ORAL PRESENTA Organization/ Delivery 1 – 10 points Use of Portfolio	O Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	follow up  3 4  Presentation covers all topic elements but with minimal information	surveys, pre a reports. Follo plans for repl appreciation of the presentation gives complete information but does not explain couthe project well no	and post tests, ow up includes ication, and and recognition  7 8 essentation covers formation mpletely but does of flow well  4	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation	O Presentation is not done or presented briefly and does not cover components of the project  O	1 2 Presentation covers some topic elements	follow up  3 4  Presentation covers all topic elements but with minimal information	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives Pre complete information but does not explain couthe project well no model.  3  Portfolio incorporated Portfolio	and post tests, ow up includes ication, and and recognition  7 8 essentation covers formation mpletely but does of flow well  4	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation	Presentation is not done or presented briefly and does not cover components of the project  O  Portfolio not used	Presentation covers some topic elements  1 Portfolio used to limit amount of	follow up  3 4  Presentation covers all topic elements but with minimal information  2  Portfolio used minimally during	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives Pre complete information but does not explain couthe project well no   3  Portfolio incorporated Portforthroughout effect	and post tests, ow up includes ication, and and recognition  7 8 essentation covers formation mpletely but does it flow well  4 olio used	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation 0-5 points	Presentation is not done or presented briefly and does not cover components of the project  O  Portfolio not used	1 2 Presentation covers some topic elements  1 Portfolio used to	3 4 Presentation covers all topic elements but with minimal information  2 Portfolio used minimally during presentation	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives complete information but does not explain the project well no  3  Portfolio incorporated Portforthroughout effect presentation presentation presentation presentation.	and post tests, aw up includes ication, and and recognition  7 8 essentation covers formation mpletely but does it flow well  4 olio used ively throughout	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation 0-5 points  Voice – pitch,	Presentation is not done or presented briefly and does not cover components of the project  O  Portfolio not used during presentation	1 2 Presentation covers some topic elements  1 Portfolio used to limit amount of speaking time	3 4 Presentation covers all topic elements but with minimal information  2 Portfolio used minimally during presentation  1	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives complete information but does not explain the project well no  3  Portfolio incorporated Portfor throughout effect presentation presentation presentation.	7 8 esentation covers formation mpletely but does it flow well 4 Slio used ively throughout ntation	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral presentation and portfolio 3	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation 0-5 points  Voice – pitch, gempo, volume	Presentation is not done or presented briefly and does not cover components of the project  O  Portfolio not used during presentation	Presentation covers some topic elements  1 Portfolio used to limit amount of	3 4 Presentation covers all topic elements but with minimal information  2 Portfolio used minimally during presentation  1	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives complete information but does not explain the project well no  3  Portfolio incorporated Portforthroughout effect presentation presentation presentation presentation.	7 8 esentation covers formation mpletely but does it flow well 4 Slio used ively throughout ntation	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral presentation and portfolio 3	
DRAL PRESENTA Drganization/ Delivery D = 10 points  Use of Portfolio during Presentation D-5 points  Voice = pitch, lempo, volume D-3 points	Presentation is not done or presented briefly and does not cover components of the project  O  Portfolio not used during presentation	1 2 Presentation covers some topic elements  1 Portfolio used to limit amount of speaking time	3 4 Presentation covers all topic elements but with minimal information  2 Portfolio used minimally during presentation  1	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives complete information but does not explain the project well no  3  Portfolio incorporated Portfor throughout effect presentation presentation presentation.	7 8 esentation covers formation mpletely but does it flow well 4 Slio used ively throughout ntation	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral presentation and portfolio 3	
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ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'	Presentation is not done or presented briefly and does not cover components of the project  O Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate gest posture or mannerisms contact/inappropriate of the project o	T 2 Presentation covers some topic elements  1 Portfolio used to limit amount of speaking time d effectively Voice quadrures, Gestures, and eye colothing clothing is grammatical Some (3-5 pronuncia)	a 4 Presentation covers all topic elements but with minimal information  2 Portfolio used minimally during presentation  1 elity is adequate Voice  1 posture, mannerisms ontact is inconsistent/ s appropriate  1 5) grammatical and ation errors  2 Responded to all	surveys, pre a reports. Follo plans for repl appreciation of presentation project well now the project well now appropriate of presentation presentat	risms, Gesturare eye coenhan	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral presentation and portfolio 3 ty is outstanding and pleasing the seamless of the seamles of the seamles of the seamles of the seamles of the seamle of t	
ORAL PRESENTA Organization/ Delivery 0 – 10 points  Use of Portfolio during Presentation 0-5 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators' Questions 0-5 points	Presentation is not done or presented briefly and does not cover components of the project  O Portfolio not used during presentation  O Voice qualities not used  Uses inappropriate gest posture or mannerisms contact/inappropriate o  Extensive (more than 5) gand pronunciation errors	T 2 Presentation covers some topic elements  1 Portfolio used to limit amount of speaking time  d effectively Voice qualitures, and eye colothing clothing is grammatical Some (3-5 pronuncia)	follow up  3 4  Presentation covers all topic elements but with minimal information  2  Portfolio used minimally during presentation  1  slity is adequate Voice  1  posture, mannerisms ontact is inconsistent/ s appropriate  1  5) grammatical and ation errors	surveys, pre a reports. Follo plans for repl appreciation.  5 6  Presentation gives Precomplete information information but does not explain couthe project well no great and presentation	and post tests, aw up includes ication, and and recognition  7 8 esentation covers formation mpletely but does at flow well 4 olio used ively throughout intation  prove Voice qualification eye coenhan desired in the prove or prove the prove or prove the prove or prove the prove or prove or prove the prove or prove the prove or prove or prove the prove or prove or prove the prove or prove or prove the proventies or proven	pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition  9 10  Presentation covers all relevant information with a seamless and logical delivery  5  Presentation moves seamlessly between oral presentation and portfolio 3 ty is outstanding and pleasing test, posture, mannerisms, intact, and clothing ce presentation 3 ntation has no grammatical nunciation errors 5	

Evaluator's Comments – include two things done
well and two opportunities for improvement:

ı	
<b>TOTAL</b> (90 points possible)	
Evaluator # Evaluator Initial Room Consultant Initial	





Culinary Arts, an individual event, recognizes participants enrolled in a Family and Consumer Sciences culinary arts industry training program for their ability to produce a quality meal using industrial culinary arts/food service techniques and equipment. Participants must develop a plan for the time allotted, prepare menu items given to them at the time of the event, and present prepared items to evaluators.

#### **EVENT LEVEL**

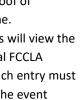
Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

- The competition menu and equipment list for the National Leadership Conference will be posted in the FCCLA Adviser Portal by April 1. Any necessary large equipment will be provided for national competition. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned after cleanup. For regional/state competitions, menus and equipment lists will be provided by the host facility and/or state association.
- 4. Each participant must complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal and provide signed proof of submission at the assigned participation time.



National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INF	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Equipment	Large equipment, food	Chef's uniform as described	20 minutes prep time	20 minutes equipment check	60 minutes food production	15 minutes cleanup	1 hour and 55 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	Chef Attire								
	Required								

#### **CULINARY ARTS**

## **Procedures and Time Requirements for National Competition**

PRELIMINARY COMPETITION (IF REQUIRED): Should the national competition facility limit the number of possible participants possible to compete during the set time, a preliminary competition will take place. This preliminary competition will consist of a written test taken by all national participants onsite at the National Leadership Conference. The number of finalists to proceed with competition (food production) will be determined by facility and time limitations. The written test will be the American Culinary Federation's Certified Fundamentals Cook written exam, unless otherwise indicated by the national association prior to the competition. FINALISTS COMPETITION: Participant will report to the designated room at the specified time with all required equipment, and wearing appropriate, clean attire. Participant will turn in a prepared time management plan prepared on the published recipes, and will be given a menu and all required recipes and ingredients. 20 minutes Uniform and equipment inventory check. Time management plan returned at the end of equipment check. Identical food items will be available to each participant. No other food products, garnishes, or condiments may be brought to the event. Participants will have 20 minutes to organize work area, obtain supplies, and adapt the time 20 minutes management plan, if required. Examples of allowable activities include placing equipment, verifying oven temperatures, measuring products, and clean/wash products. No products may be cut, peeled, sliced, etc. 60 minutes Participants will have 60 minutes to prepare required food products according to recipe specifications. 10 minutes After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature. 15 minutes Participants will have 15 minutes to clean up their workstations and return unused food to the central station.

## **Specifications**

### **Testing**

5 minutes

States may administer a general culinary knowledge test at regional/district and state competitions if required to determine finalists. A test is not required if it is not needed.

Evaluators will use the rubric to score and write comments for each participant throughout the session by observing their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste,

and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for

## **Uniform and Appearance**

improvement.

Participants will be well groomed and wear appropriate, clean attire meeting the following standards:

Uniform, Jewelry and Personal Hygiene	Clean and appropriate <i>uniform</i> including <i>professional</i> chef attire (chef coat/jacket; industry pants or commercial <i>uniform</i> pants; apron; hair covering or chef hat; closed-toe, low heel, kitchen shoes made with non-slip soles and sealed non-melting uppers (canvas shoes are not appropriate). No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the Culinary Arts uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted. If required, additional logos may be covered with white cloth tape.
	permitted. If required, additional logos may be covered with white cloth tape.

#### **Safety and Sanitation**

Participants, and their work areas, are kept sanitary and organized, meeting the following standards:

Safety and Sanitation	Workstation is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper knife safety is demonstrated and small equipment is handled properly, according to industry standards. Complete final cleanup, and return supplies after event within designated time period.
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## **Culinary Arts Specifications (continued)**

## **Food Production**

Participants will have 60 minutes to prepare food products and garnish. Participants should be proficient in the preparation of a minimum of three food products. Participants will demonstrate industry standards in the use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes. Use proper amount of product in food production and incorporate usable by-products or return to safe storage.
Timeline	Timeline is used and is accurate.
Use of Products	Follow directions of recipes in proper sequence, amounts, and preparation. Incorporate usable by-products into recipes, if appropriate.
Mise en Place	Work effectively and display organizational skills. Mise en place is well executed.

## **Food Taste and Presentation**

Each participant will prepare two identical plates that have been attractively garnished. The participant will present all plates for evaluation of appearance, taste, and temperature at the end of the 60-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 60-minute time limit.

Plating and Presentation	Prepare two plates consistently, with appropriate portion size, functional garnish, and visual appeal.
Taste, Texture and Seasoning	Food items are prepared with appropriate color, texture, flavor, mouth feel, and appropriate seasoning and balance.
Cooking Methods and Technique	Preparation of product utilizing proper cooking methods and techniques. All food is served at safe and proper temperatures and with appropriate consistency. Maillard reaction is properly executed, as required by recipe.



# STAR Events Point Summary Form **CULINARY ARTS**

Name	e of Participant					
Chap	ter		State	Team #	Station # I	_evel
1.					ting, cross their name(s) off. If a NOT change team or station	
2.					pelow. Calculate the final score and staple all items related to the	
3.	-		ores, names, and tea	m numbers	to ensure accuracy. Sort result	ts by team
4.	Check with the Lead Cor		ny questions regardin	g the evalua	ation process.	
	ROOM CONSULTANT CH	ECK				Points
Ī	Registration Packet		p by adviser or designa	ted adult dur	ring scheduled time	
	0 or 3 points	No <b>0</b>		Ye	es <b>3</b>	
	<b>Event Online</b>	C	)		2	
	Orientation	Official documentation		Official doc		
	<b>Documentation</b> 0 <i>or</i> 2 points	presentation time or s	igned by adviser	presentation	esentation time and signed by adviser	
-	Proof of Project Summary	(	)		1	
	Form Submission	Not presented to Roor	m Consultant at	Presented	to Room Consultant at	
	0 or 1 point	participation time		participatio	on time	
	<b>Uniform and Appearance</b>	1	2		3	
	1 to 3 points	Unprofessional	Unprofessional appe		Professional attire worn:	
		uniform/attire or	attire as marked belo		hair/beard restraints	
		includes	hair/beard restrain	•	kitchen shoes	
		graphics/logo not permitted in event	kitchen shoes not Jewelry uncovered		no visible jewelrypersonal grooming meets	
		permitted in event	personal grooming		guidelines	
			meet guidelines	, 4005 1101	guidenies	
	Time Schedule	C	)		1	
	0-1 point	· · · · · · · · · · · · · · · · · · ·		Time sched products		
	<b>EVALUATORS' SCORES</b>				ROOM CONSULTANT TOTAL	
	Evaluator 1	Initials			(10 points possible)	
	Evaluator 2	Initials			AVERAGE EVALUATOR SCORE	
	Evaluator 3	Initials			(90 points possible)	
	Total Score	divided by number of	evaluators		FINAL SCORE	
		= AVERAGE EVALUATOR Rounded only to the near	OR SCORE rest hundredth (i.e. 79.99)	not 80.00)	(Average Evaluator Score plus Room Consultant Total)	•

Evaluator 1\_\_\_\_\_ Evaluator 2\_\_\_\_ Evaluator 3\_\_\_\_\_ Adult Room Consultant\_\_\_\_ Event Lead Consultant\_\_\_\_

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 



## **CULINARY ARTS**

## Rubric

Name of Participant \_\_\_\_\_

Chapter		State	Team #	Station # Leve	l
SAFETY AND SAN					Points
Safety 0–5 points	O Station is disorganized, safety is disregarded	1 2 Station is lacking neatness and organization, questionable knife and small equipment safety	3 4 Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	5 Station is very neat and organized, all knives and small equipment are handled safely and properly	
Sanitation 0–5 points	<b>0</b> Disregards safety and created unsafe and unsanitary conditions	1 2 Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	3 4 Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	5 Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing	
FOOD PRODUC	CTION				
Equipment, Tools & Techniques 0 – 10 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills	1 2 3 4 Selection and usage of tools/equipment demonstrate some industry techniques	5 6 7 Selection and usage of tools/equipment demonstrates most industry techniques	8 9 10 Selects and uses all tools/equipment correctly and safely following industry techniques	
Mise en Place 0-5 points	O Mise en place is poorly executed and displays unacceptable organizational skills	1 Mise en place is fairly organized and displays marginal organizational skills	2 3 Mise en place is organized and displays sufficient organizational skills	4 5 Mise en place is well executed and displays excellent organizational skills	
Use of Products	0	1 2	3 4	5	
0 – 5 points	Excess amount of products are prepared and used in each preparation. Useable byproducts are not incorporated in the recipes or returned to safe storage	Uncalculated amounts of product are prepared and used in each preparation. Usable by-products are not incorporated properly into the recipes or returned to safe storage	Proper amount of product is prepared and used in most preparations. Some usable byproducts are incorporated properly into the recipes or returned to safe storage	Proper amount of product is prepared and used in each preparation. Usable by-products are incorporated properly into the recipes or returned to safe storage	
FOOD ITEM #1					
Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of nonfunctioning garnish	4 5 Clean plate, appropriate portion size. No evidence of non- functional garnishing. Visually appealing	
Taste, Texture &	0	1 2	3 4	5	
Seasoning 0-5 points	Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another	
Cooking Methods &		1 2 3 4	5 6 7	8 9 10	
<b>Technique</b> 0-10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required	

## Culinary Arts Rubric (continued)

Plating and	0	1	2 3	4 5
Presentation 1-5 points	Items are visually unappealing. Use of non-functional garnish	Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	Slightly over or under portion size. Proper size plate with some smudges. No evidence of non- functioning garnish	Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing
Taste, Texture & Seasoning	<b>0</b> Poor use of contrasting colors	1 2 Fair use of contrasting colors,	3 4	5
0-5 points	and visible texture. All food items are seasoned incorrectly and out of balance with one another	visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
Cooking Methods &	0	1 2 3 4	5 6 7	8 9 10
<b>Technique</b> 0-10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required
FOOD ITEM #3				
Plating and	0	1	2 3	4 5
Presentation O-5 points	Items are visually unappealing. Use of non-functional garnish	Obvious over or under sized portions. Improper size and/or stained plate is used with	Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-	Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually
		smudges	functioning garnish	appealing
•	0	smudges 2	functioning garnish  3 4	appealing 5
Seasoning 0-5 points	O Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
Taste, Texture & Seasoning 0-5 points  Cooking Methods & Technique	Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of	3 4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL								
(90 points possible)								
Evaluator	Evaluator #							
Evaluator Initia	l							
Room Consultant Initial								



# STAR Events Point Summary Form CULINARY ARTS

For use with 3 production and 2 tasting evaluators

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 3. At the end of competition, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 4. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	ECK				Points
Registration Packet	Picked u	up by adviser or design	ated adult dur	ring scheduled time	
0 or 3 points	No <b>0</b>		Ye	es <b>3</b>	
Event Online Orientation	Official documentation	0 n not provided at	Official dod	<b>2</b> cumentation provided at	
Documentation 0 or 2 points	presentation time or s	•		on time and signed by adviser	
Proof of Project Summary Form Submission	Not presented to Room	<b>0</b> m Consultant at	Presented	<b>1</b> to Room Consultant at	
0 or 1 point	participation time		participation	on time	
<b>Time Schedule</b> 0-1 point		<b>0</b> or incomplete	Time sched	1 Iule included and complete for all products	
Uniform and Appearance 1 to 3 points	Unprofessional uniform/attire or includes graphics/logo not permitted in event	Unprofessional appearance or attire as marked below:hair/beard restraints missingkitchen shoes not wornJewelry uncoveredpersonal grooming does not meet guidelines		Rrofessional attire:hair/beard restraintskitchen shoesno visible jewelrypersonal grooming meets guidelines	
PRODUCTION SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials		X	AVERAGE PRODUCTION SCORE	
Evaluator 3	Initials			(60 points possible)	
Fotal Score	divided by number of  = AVERAGE PRODUCT			AVERAGE PLATING SCORE (30 points possible)	•
PLATING SCORES					
Evaluator 4	Initials			FINAL SCORE	
Evaluator 5	Initials			(Average Evaluator Score plus	
Total Score	divided by number of	evaluators		Room Consultant Total)	
<del></del>	= AVERAGE PLATING				
Scores rounded only to the nea RATING ACHIEVED (circle o VERIFICATION OF FINAL SC	ne) <b>Gold:</b> 90-100	<b>Silver:</b> 70-89.99	Bronze: 1-69	0.99	



## **CULINARY ARTS**

## **Production Rubric**

## For use with 3 production and 2 tasting evaluators

Name of Participa	ant						
Chapter				State	Team #	Station #	Level
SAFETY AND SANI	TATION						Points
Safety	0		1 2		3 4	5	
0–5 points	Station is disorganized, safety is disregarded	organizatio	acking neatness and on, questionable knife equipment safety	Station is neat and organized, knife safety is good and most small equipment is handled safely and properly		Station is very neat and org all knives and small equipm handled safely and properly	nent are
Sanitation	0		1 2		3 4	5	
0–5 points	Disregards safety and created unsafe and unsanitary conditions	practices, s	mal safety and sanitation urfaces inconsistently d sanitized, inconsistent ing	Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing		Follows all safety and sanitat practices, food contact surfa cleaned and sanitized frequent hand washing	aces are
FOOD PRODUC	TION						
Equipment, Tools & Techniques 0 – 10 points	O Selection and usage of tools/equipment lacks understanding and		1 2 3 4 Selection and usage of tools/equipment demor some industry technique	nstrate	5 6 7 Selection and usage of tools/equipment demonstrates most industry techniques	safely following industr	ectly and
	demonstration of skills					techniques	
<b>Mise en Place</b> 0-5 points	Mise en place is poorly e and displays unacceptab organizational skills	ptable organized and display		S	2 3 Mise en place is organized and displays sufficient organizational skills	4 5 Mise en place is well ex and displays excellent organizational skills	xecuted
Use of Products	0		1 2		3 4	5	
0 – 5 points	prepared and used in each are preparation. Useable by-products are not incorporated in the recipes or returned to safe int		Uncalculated amounts of product are prepared and used in each preparation. Usable by-products are not incorporated properly into the recipes or returned to safe storage		Proper amount of product is prepared and used in most preparations. Some usable by- products are incorporated properly into the recipes or returned to safe storage	Proper amount of produ prepared and used in ea preparation. Usable by-pare incorporated proper the recipes or returned storage	ach products rly into
FOOD ITEM #1							
Cooking Methods & Technique 0-10 points	Improper cooking methor techniques used. Food se unsafe temperatures. All sauces/dressings are serv incorrect temperature or consistency. Maillard rea poorly executed, if require	served at techniques used to product food. Some food served at unsafe or improper temperature. Most sauces/dressings are sen		ds and Proper cooking methods and techniques mostly used to product quality food. Most food is served at a safe and proper temperature Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if		quality food. Served at proper temperatures.	ds and oduce t safe and All erved at re and reaction
FOOD ITEM #2							
Cooking Methods & Technique 0-10 points	Improper cooking methor techniques used. Food se unsafe temperatures. All sauces/dressings are serv incorrect temperature or consistency. Maillard rea poorly executed, if require	rved at red at ction is red	I 2 3 4 Improper cooking metho techniques used to produ food. Some food served a unsafe or improper temperature. Most sauces/dressings are serv the incorrect temperatur consistency. Maillard rea improperly executed, if re	ds and uce at an eved at ee and ction is	Proper cooking methods and techniques mostly used to product quality food. Most food is served at a safe and proper temperature Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	quality food. Served at proper temperatures.	ds and oduce t safe and All erved at tre and reaction

# Culinary Arts Production Rubric (continued)

FOOD ITEM #3					
Cooking Methods & Technique 0-10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Froper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	8 9 10  Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required	
	Comments – include two	J	((	TOTAL 60 points possible)	
				Evaluator #	
				Evaluator Initial	
				Room Consultant Initial	



## **CULINARY ARTS**

## Plating, Presentation and Tasting Rubric

For use with 3 production and 2 tasting evaluators

Name of Particip	ant				
Chapter		State	Team #	Station # Le	vel
FOOD ITEM #1 Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of nonfunctioning garnish	4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing	
Taste, Texture & Seasoning 0-5 points	O Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3 4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor an mouth feel. Food items are all seasoned correctly and in balance with one another	d
FOOD ITEM #2 Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-	4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually	
Taste, Texture & Seasoning 0-5 points	O Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor an mouth feel. Food items are all seasoned correctly and in balance with one another	d
FOOD ITEM #3 Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of nonfunctioning garnish	4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing	1
Taste, Texture & Seasoning 0-5 points	O Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor an mouth feel. Food items are all seasoned correctly and in balance with one another	d
	comments – include two ortunities for improver	-		TOTAL (30 points possible)	
				Evaluator # _	
				Evaluator Initial Room Consultant Ir	



## **CULINARY ARTS**

## Time Management Plan

Name of Member		State
Time	Activity	Food Item/Equipment Needed

# Culinary Arts Time Management Plan (continued)

Time	Activity	Food Item/Equipment Needed





Culinary Math Management, an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences skills to create an oral presentation to demonstrate the application of mathematical concepts in the culinary arts industry using the annual topic. Prior to competition, participants must prepare a *file folder*, oral presentation, and *visuals*. On site, participants respond to a case study.

2021-2022 Topic: Weight and Volume Measurements and Conversions



**EVENT LEVELS** 

Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences culinary arts industry training program, as determined by their state

- department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.
- A case study document will be provided for completion during the competition. Participants may bring a calculator, but not a mobile device with a calculator app, for the case study.
- 4. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	File Folder, Visuals, Oral Presentation	Table - Yes Electrical Access - No Wall Space - no Supplies - no	Official dress - or-Professional dress appropriate to this event	5 minutes setup/10 minutes case study	5 minutes prior to presentation	1-min. warning at 4 min.; stopped at 5 min./10 min. case study.	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **CULINARY MATH MANAGEMENT**

## **Procedures and Time Requirements for Competition**

All National Leadership Conference participants will take the Culinary Math Management Test during the online testing window, May 9-20, 2022, following the online testing specifications. Participants will have 20 minutes to complete the test. Tests will be evaluated and the results will be factored into the team's final score.

Each entry v	will submit a file folder with required documents to the event room consultant at the designated participation time.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
5 Illillutes	Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.
10	Participants(s) will be given 10 minutes to complete the case study in a separate case study room. The completed case
minutes	study will be given to evaluators prior to the oral presentation.
	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s)
5 minutes	will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time
	during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant(s) about the oral presentation and
5 minutes	the case study.
C minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be
5 minutes	returned to participants at the end of scoring.

## **Specifications**

#### Test

All National Leadership Conference participants will take the Culinary Math Management test online prior to competition. Participants will have 20 minutes to complete the test. Test questions may include multiple choice, true/false, or multi-step *problem solving*. States will determine the method of administering the test at regional/district and state competitions.

### File Folder

Participant(s) will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state.

1-8 ½" x 11" page	Project Identification Page	Use <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1-8 ½" x 11" page	FCCLA Planning Process	Summarize how each step of the <i>Planning Process</i> was used to develop the Culinary Math Management project.
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
1-8 ½" x 11" page	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .

### Case Study

Participants will be given a written case study, based on the annual topic, to evaluate their understanding of the application of mathematical concepts in culinary arts management. Each individual or team will complete one Culinary Math Management Case Study Form which will be turned in to the evaluators prior to the oral presentation. Work will take place within the case study room/station with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s). After oral presentation, evaluators have the opportunity to ask participants questions about the case study responses.

Knowledge of Subject	Show evidence of knowledge and subject.
Appropriate Solution(s)	Present solution(s) which are feasible and suitable for the situation.

## **Culinary Math Management Specifications (continued)**

### **Oral Presentation**

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should illustrate the use of mathematics in culinary arts and **must be based on the annual topic** as listed in the event description. This is not based on a project, but serves as an illustration/demonstration of participant's knowledge of the annual topic and its application to the field.



Organization/ Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of culinary arts mathematics concepts.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the case study and presentation. Questions are asked after the presentation.

### Visuals/Props

*Visuals/props* may include posters, charts, slides, presentation software, video, etc. and may be used to illustrate or demonstrate *content*. Audio/visual recordings are limited to one-minute playing time.

Effectively Illustrate Content	The <i>visuals</i> chosen to present the culinary arts mathematics concepts are clear, concise, and visually appealing.
Use of Visuals	Visuals support, illustrate, or complement presentation.



### **CULINARY MATH MANAGEMENT**

### STAR Events Point Summary Form

Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

Documentation at p advi  O or 2 points advi  Testing Score Part Part Tota  File Folder O-4 points No F pres	No <b>0</b> cial documentation resentation time or s	not provided signed by	Official docu time and sign Total Team S divided by # = Average To (20 points po	of participants on team eam Score	
O or 3 points  Event Online Orientation Oor 2 points  Testing Score 0-20 points  File Folder 0-4 points  Punctuality  Oor 3 points  Office advi advi advi Part Part Tota	o cial documentation r resentation time or s iser cicipant 1 cicipant 2 cicipant 3 al Team Score  0 File Folder	signed by	Total Team S divided by # = Average Te (20 points po	2 Imentation provided at presentation ned by adviser  Score of participants on team eam Score ossible)  4	
Orientation Office at properties of the process of	cial documentation resentation tresentation time or siser cicipant 1 cicipant 2 cicipant 3 al Team Score  O  File Folder	signed by	Total Team S divided by # = Average Te (20 points po	smentation provided at presentation ned by adviser  Score of participants on team eam Score ossible)	
O-20 points Part Part Tota  File Folder O-4 points No F pres	cicipant 2 cicipant 3 al Team Score 0 File Folder	1 2 File Folder pre	divided by # = Average To (20 points po	of participants on team eam Score ossible)	
0–4 points No F pres	File Folder	File Folder pre	_	T	
-	File Folder File Folder presen		ficient evaluators	correct labeling and sufficient evaluator materials • 1 Project ID Page • 1 Planning Process summary • 1 Project Summary Submission Proof • 1 Works Cited/Bibliography	
	0			1	
<u> </u>	cicipant was late for p	presentation	Participant v	vas on time for presentation	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
	als			(30 points possible)	
valuator 2 Initia	als			AVERAGE EVALUATOR SCORE	
valuator 3 Initia	als			(70 points possible)	' -
otal Score divid	ded by number of ev	aluators /		FINAL SCORE	
	VERAGE EVALUATOR  Inded only to the neares		79.99 not 80.00)	(Average Evaluator Score plus Room Consultant Total)	· _
ATING ACHIEVED (circle one) VERIFICATION OF FINAL SCORE A		Silver: 70-89.99 initial)	Bronze:	1-69.99	



## **CULINARY MATH MANAGEMENT**

## Rubric

ivame of Participa	anı							
Chapter			State	Team #		Station #	Level	
FILE FOLDER							إ	Points
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	Evidence tha Planning Proc utilized to pla	t the The Pla ess was is used	nning Process to plan the Each step is plained	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not not reliable for project	Reliable resources but in style (see style sheet)		<b>3</b> Complete list of curre reliable resources, in style (see style sheet)	MLA or APA	
ORAL PRESENT	ATION							
Organization/ Delivery 0 – 5 points	Presentation is not done or presented briefly and does not cover components of the project	1 Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	3 Presentation gives complete information but does not explain the project well	Presentation information completely be not flow well	all relev ut does informa	ition with a ss and logical	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of matter is evic shared at tim presentation	dent and matter incorpo	out the	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	d Voice qua	1 lity is adequate	Voice quality is good, b improve		<b>3</b> Voice quality is outs pleasing	tanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye c	1 posture, mannerisms ontact is inconsistent/ s appropriate	Gestures, posture, mar eye contact, and clothin appropriate	nnerisms, ng are	<b>3</b> Gestures, posture, neye contact, and cloenhance presentation	thing	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronuerrors		1 i) grammatical and ition errors	<b>2</b> Few (1-2) grammatical pronunciation errors		<b>3</b> Presentation has no or pronunciation er	-	
Responses to Evaluators' Questions 0-3 points	O Did not answer evaluat questions	ors' Unable to questions	1 answer some	Responded adequately questions		Responses to questi appropriate and give hesitation		
VISUALS								
Effectively Illustrate Content 0-5 points	<b>0</b> Visuals not provided	Visuals ar the prese	1 2 e weak in supporting ntation	3 4 Visuals support the pre but do not complemen content		5 Visuals support and the presentation	complement	
Use of Visuals during Presentation 0-5 points	<b>0</b> Visuals not used during presentation	1 Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	seamle oral pre	5 tation moves ssly between esentation uals	

# Culinary Math Management Rubric (continued)

Points

CASE STUDY Knowledge of Subject Matter 0-15 points	<b>0</b> No case study response provided	1 2 3 Case study is incomplete	4 5 6 7 Case study response included a limited amount of current data and knowledge	8 9 10 11 Case study response included an adequate amount of current data and knowledge	12 13 14 15 Case study response included extensive amount of current data and knowledge	
Appropriate Solutions 0-15 points	<b>0</b> No case study response provided	1 2 3 Case study is incomplete	4 5 6 7 Solution was partially feasible or appropriate for the situation	8 9 10 11 Solution was adequate for the situation	12 13 14 15 Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated	

Evaluator's Comments:	TOTAL (70 points possible)
	Evaluator #
	Evaluator Initial
	Room Consultant Initial



## **Digital Stories for Change**



Digital Stories for Change, an individual or team event, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a digital story to advocate for positive change. The topic for 2021-2022 is the national FCCLA Student Body program. Participants may choose to focus on any of the units within the program.

Preliminary Round: Participants must prepare a *digital story* and project components to be submitted online. National Leadership Conference: Fifteen (15) entries will be invited to present their *digital story*, plus an oral presentation, at the National Leadership Conference. Only entries with scores of 70 or above will be eligible for National Leadership Conference consideration.

### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

 Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

- Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required.
- 4. The use of inappropriate music, graphics, or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane, or explicit.
- 5. The use of copyrighted music, photographs, or graphics in the digital video may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
- Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.

GENERAL INFO	RMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Digital Story, Project Components, Oral Presentation (Level II)	Table – yes Laptop and Internet Access – yes Electrical Access - yes	Official dress - or- Professional dress appropriate to this event	5 minutes		1-min., warning at 4 min.; stopped at 5 min.	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
*								*	*

<sup>\*</sup> As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the digital story are allowed.

### DIGITAL STORIES FOR CHANGE

## Procedures and Time Requirements: Preliminary Round - Projects Due February 1

Participants create a *digital story* about an issue concerning families, careers, or communities using the 2021-2022 national topic (see event description). It is not a demonstration or "how to" presentation, nor a photo/video slide show.



5	minutes

The total running time of the digital story must be no longer than five (5) minutes in length, to include the title and credits.

Projects must be posted on the school/chapter website. Posted components include digital story with copyright notice, project storyboard, project identification page, project summary, and FCCLA Planning Process summary page. The video must be embedded on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project components must be able to be opened in PDF format.

## **Entry Submission for Preliminary Round Competition**

Preliminary Round entries will be submitted no later than 5:00 p.m. EST, February 1 in the FCCLA Adviser Portal. An entry fee will be required. Projects must be ready for evaluation at that time, and no changes may be made to projects until March 15.

## **Procedures and Time Requirements: National Leadership Conference**

- 1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their *digital story* files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference presentation, participants are encouraged to update their presentation based upon Preliminary Round evaluation feedback. Changes may be made after March 15.
- 3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.
5 minutes	Participants will play their digital video for the evaluators. The total running time of the <i>digital story</i> video may be up to 5 minutes in length. Videos will be stopped at 5 minutes.
5 minutes	Participants must include an oral presentation which may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. The participants will be stopped at 5 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

## **Specifications**

#### Website

Projects must be posted on the school/chapter website. Posted components include: *digital story* video with copyright notice, project storyboard, *project identification page*, FCCLA *Planning Process* summary page. The video should be embedded on the website. The other required project components <u>must</u> be able to be opened in PDF format. **Other formats are not allowed and will not be evaluated.** 

1-8 ½" x 11" page	Project Identification Page	Plain paper, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.  Must be posted on the website in PDF format.
1-8 ½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in PDF format. For <b>National Leadership Conference Participants Only:</b> use of the <i>Planning Process</i> must also be described in the oral presentation.

## Digital Stories for Change Specifications (continued)

1 🔲	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the website.
Up to 3 8 ½" x 11" pages	Project Summary Pages	Project summary pages to include the purpose of the project, relationship to areas of Family and Consumer Sciences and/or related careers, relevant research, background information that might help the <i>audience</i> understand the point of view of the project, and the change or awareness goal of the project. Must be posted on the website in PDF format.
1-8 ½" x 11" page	Works Cited/Bibliography	All work is original, or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .

### **Digital Story/Video**

Participants create a *digital story* about an issue concerning families, careers, or communities using the **2021-2022 national topic** (see event description). The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. **Do not provide a video download.** 

Introduction	Create an introduction to the <i>digital story</i> that is original, catches interest, and relates to the purpose and focus of the <i>digital story</i> project. Must include FCCLA emblem in the introduction.
Purpose and Focus	The participants should establish a clear purpose, focus, and point of view early in the <i>digital story</i> and maintain this purpose and focus throughout the video presentation.
Subject Knowledge	Subject knowledge of the family, career, or <i>community</i> issue is clearly evident. All information presented in the video is appropriate and accurate.
Creativity and Design	Color, design, effects and creativity support the theme of the video. Should not distract the viewer from the purpose and focus.
Technical Quality—Sound	Sound quality—volume levels are adequate and consistent, clear sound (no crackling).
Technical Quality— Images or Video	Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion.
Technical Quality—Editing	Editing and production provides minimal, smooth, and effective transitions. Use of effects supports the story and maintains purpose and focus.
Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used—www.creativecommons.org.
Communication— Graphics/Images	Graphics, images, or video creates emotion to match the storyline, and communicates symbolism or metaphors. Images are well coordinated with music, sound, or narrative. (Slide shows are not an acceptable format). Only original graphics or images or those licensed for reuse may be used.
Communication— Text	Word, text or <i>graphic</i> choices are powerful, vivid, and descriptive to <i>audience</i> , and support the purpose and focus. Spelling, word choice, and grammar are used correctly.
Communication— Music/Sound	Music or sounds used in the video should significantly enrich the project, create the appropriate mood or tone, and is coordinated with text or images. Only original music or music licensed for reuse may be used.
Narration	A narration of the <i>digital story</i> should follow an original script. Narration should include one or more of the participants, and others, as desired. The main narration should be in English; other languages may be used to enhance the <i>digital story</i> . Diction, fluency, and flow supports or enhances the project.
Ending	Ending should bring closure to the <i>digital story</i> and engage the <i>audience</i> in reflective thinking or action toward change.

## Digital Stories for Change Specifications (continued)

# For National Leadership Conference Participants ONLY Oral Presentation

Following the viewing of the *digital story* presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# DIGITAL STORIES FOR CHANGE—Preliminary Round

## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

	IT – DOCUMENTAT	ION					Point
Project		0			4		
dentification Page or 4 points	Project Identification includes incorrect inf	Page is missing, is not compormation		t Identification Page is pre school, city, state, event r		ts' names, chapter	
CCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process is	
Summary Page	summary not	the Planning Process	steps are presented	steps are	Planning Process	used to plan the	
0–5 points	provided	are presented	but not summarized	summarized	was utilized to plan	project. Each step is	
		а. о р. осоо			project	fully explained	
Evidence of Online		0			1	Tany or pramod	
Project Summary Submission O or 1 point		Not provided		Signed proof of su	ubmission from the online	e form is included	
Project Summary	0	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
0-15 points	Not provided	Purpose, FCS	Purpose, FCS	Purpose, FCS	Purpose, FCS	Purpose of project,	
		relationship, research,	relationship, research,	relationship, research,	relationship, research,	relationship to FCS	
		background	background	background	background	areas and/or related	
		information, and goal	information, and goal	information, and goal	information, and goal	careers, research,	
		of the project is	of the project is	of the project is	of the project is	background	
		minimally explained	inconsistently	explained but lacking	explained and	information, and goal	
		and presented	explained and	detail or is	presented	of the project is well	
		p	presented	disorganized	L secure	explained and	
				0		presented in an	
						organized format	
Documentation	0	1	2	3	4	5	
)–5 points	None provided	Copyright is	Copyright is	Copyright statements	Copyright statements	•	
) 5 points	None provided	questionable and	questionable and	and permissions are	and permissions are	copyright statements	
		•	•	included for most	included for all		
		source list is	sources are in			with permissions	
		incomplete	inconsistent format	sources but in	sources. Complete list	•	
				inconsistent format	in a consistent format		
						Complete list of	
						current and reliable	
						resources, in MLA or	
						resources, in MLA or APA style (see style	
						resources, in MLA or	
			,			resources, in MLA or APA style (see style sheet)	
ntroduction	0	1	2	3	4	resources, in MLA or APA style (see style sheet)	
ntroduction	<b>0</b> No obvious	Introduction not	Introduction not	Somewhat	Creative	resources, in MLA or APA style (see style sheet)  5 Introduction	
ntroduction	0	Introduction not relevant or appropriate	Introduction not effective in	Somewhat creative/attention	Creative introduction,	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention	
DIGITAL STORY/V ntroduction 0-5 points	<b>0</b> No obvious	Introduction not relevant or appropriate for the presentation or	Introduction not effective in capturing attention,	Somewhat creative/attention getting, includes the	Creative introduction, includes the FCCLA	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately,	
ntroduction	<b>0</b> No obvious	Introduction not relevant or appropriate for the presentation or does not include FCCLA	Introduction not effective in capturing attention, may not include the	Somewhat creative/attention	Creative introduction,	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA	
<b>ntroduction</b> 1-5 points	<b>0</b> No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem	Introduction not effective in capturing attention, may not include the FCCLA emblem	Somewhat creative/attention getting, includes the FCCLA emblem	Creative introduction, includes the FCCLA emblem	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem	
ntroduction 0-5 points Purpose and Focus	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem	Introduction not effective in capturing attention, may not include the FCCLA emblem	Somewhat creative/attention getting, includes the FCCLA emblem	Creative introduction, includes the FCCLA emblem	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5	
ntroduction 0-5 points Purpose and Focus	<b>0</b> No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and	Creative introduction, includes the FCCLA emblem	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and	
ntroduction 0-5 points Purpose and Focus	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem	Introduction not effective in capturing attention, may not include the FCCLA emblem	Somewhat creative/attention getting, includes the FCCLA emblem	Creative introduction, includes the FCCLA emblem	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5	
ntroduction	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and	Creative introduction, includes the FCCLA emblem	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and	
ntroduction 0-5 points Purpose and Focus	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and point of view is	Somewhat creative/attention getting, includes the FCCLA emblem  3  Purpose, focus, and point of view is	Creative introduction, includes the FCCLA emblem  4  Purpose, focus, and point of view is mostly	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear	
ntroduction 0-5 points Purpose and Focus	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and point of view is	Somewhat creative/attention getting, includes the FCCLA emblem  3  Purpose, focus, and point of view is established but is not	Creative introduction, includes the FCCLA emblem  4  Purpose, focus, and point of view is mostly clear and maintained	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained	
Purpose and Focus 0-5 points 0-5 points 0-6 points 0-7 points	0 No obvious introduction	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and point of view is	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout	Creative introduction, includes the FCCLA emblem  4  Purpose, focus, and point of view is mostly clear and maintained throughout the	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the	
ntroduction 0-5 points Purpose and Focus	O No obvious introduction O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out	Introduction not effective in capturing attention, may not include the FCCLA emblem  2  Purpose, focus, and point of view is inconsistent	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation	
ntroduction 0-5 points  Purpose and Focus 0-5 points  Gubject Knowledge	O No obvious introduction  O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out  1 2 Minimal evidence of	Introduction not effective in capturing attention, may not include the FCCLA emblem  2 Purpose, focus, and point of view is inconsistent  3 4 Some evidence of	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation  5 6 Evidence of	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation  7 8 Evidence of	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation  9 10  Evidence of thorough	
ntroduction 0-5 points  Purpose and Focus 0-5 points  Gubject Knowledge	O No obvious introduction  O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out	Introduction not effective in capturing attention, may not include the FCCLA emblem  2 Purpose, focus, and point of view is inconsistent	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation  5 6 Evidence of knowledge, but not	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation  7 8 Evidence of knowledge.	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation  9 10  Evidence of thorough knowledge. Effective	
Purpose and Focus 1-5 points 1-5 points 1-5 points 1-5 points	O No obvious introduction  O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out  1 2 Minimal evidence of	Introduction not effective in capturing attention, may not include the FCCLA emblem  2 Purpose, focus, and point of view is inconsistent  3 4 Some evidence of	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation  5 6 Evidence of knowledge, but not used effectively in	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation  7 8 Evidence of knowledge. Presentation is	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation  9 10  Evidence of thorough knowledge. Effective presentation of	
ntroduction 0-5 points  Purpose and Focus 0-5 points  Gubject Knowledge	O No obvious introduction  O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out  1 2 Minimal evidence of	Introduction not effective in capturing attention, may not include the FCCLA emblem  2 Purpose, focus, and point of view is inconsistent  3 4 Some evidence of	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation  5 6 Evidence of knowledge, but not	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation  7 8 Evidence of knowledge. Presentation is enhanced by	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation  9 10  Evidence of thorough knowledge. Effective presentation of current data and	
ntroduction 0-5 points  Purpose and Focus 0-5 points  Gubject Knowledge	O No obvious introduction  O Not included	Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem  1 Purpose, focus, and point of view is difficult to figure out  1 2 Minimal evidence of	Introduction not effective in capturing attention, may not include the FCCLA emblem  2 Purpose, focus, and point of view is inconsistent  3 4 Some evidence of	Somewhat creative/attention getting, includes the FCCLA emblem  3 Purpose, focus, and point of view is established but is not maintained throughout the presentation  5 6 Evidence of knowledge, but not used effectively in	Creative introduction, includes the FCCLA emblem  4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation  7 8 Evidence of knowledge. Presentation is	resources, in MLA or APA style (see style sheet)  5 Introduction captured attention immediately, includes the FCCLA emblem  5 Purpose, focus and point of view is clear and maintained throughout the presentation  9 10  Evidence of thorough knowledge. Effective presentation of	

Digital Stories for Change Rubric (continued) Creativity and 4 5 Design Color, design and/or effects are Color, design, and/or Color, design, and/or Good use of color, design Excellent and 0-5 points over used or so minimal they effects neither enhance and/or effects to support appropriate use of effects are inconsistent distract from the purpose and nor detract from the with purpose and focus the presentation color, design, effects, and original focus and are not used presentation effectively ideas to support the presentation **Technical Quality** Sound Sound quality is Sound quality is Sound quality is Sound quality is No sound or music was Sound quality 0-5 points poor (crackling, consistent throughout good throughout used in the project inconsistent is excellent volume issues) the project, neither throughout enhances nor detracts 2 **Technical Quality** 0 1 3 4 5 Images or Video Images or video Images/video quality Images/video quality Images/video quality Images/video quality is Images/video quality is 0-5 points was used without is poor (low is inconsistent (low is inconsistent-no good throughout-no excellent-high use of copyrighted resolution, no distortion, appropriate resolution, size resolution, size use of copyrighted images or video copyright distortion) no use of distortion) no use of images or video no use of copyrighted permission copyrighted images copyrighted images images or video or video or video **Technical Quality** n 1 2 3 4 Excellent editing and Not evident Editing produces a Inconsistent editing Editing generally Good editing and **Editing** product difficult to 0-5 points with under/over use supports the overall production to production with smooth watch or follow of transitions and presentation, neither support the and effective transitions. Use of effects supports effects enhances nor presentation detracts from the the presentation presentation Licensing 0 or 5 points The video was not licensed by the participant A Creative Commons license or copyright statement is included in the 0 Communication-Graphics/Images No images or graphics Images not Graphics, images, or Graphics, images, or Graphics, images, or Graphics, images, or video 0-5 points relevant to the project video used do not video is inconsistently video match most of creates emotion to match match the storyline or used and is not clearly the storyline, and storvline, and enrich the project. matched with the communicate communicate symbolism Images not storvline. Images not symbolisms or or metaphors. Images well coordinated with coordinated with metaphors. Images coordinated with music, music, sound, or music, sound, or mostly coordinated sound, or narrative narrative narrative with music, sound, or narrative Communication - Text 0-5 points No text was used There are so many Word or text does not Word or text choices Word or text choices Word or text choices are errors in word or text enhance the project are good and support powerful, vivid, and are appropriate but that it detracts from and contains errors contain errors the project idea descriptive to audience the project Communication-0 Music/Sound No music or sound Music or sound is Music/sound is Music/sound neither Enriches the Significantly enriches the 0-5 points not relevant to the relevant but not enhances nor project, creates project, creates appropriate mood/tone, project, or is coordinated with detracts from the interest, and is distracting images project mostly coordinated and coordinated with with images images Narration 3 0-5 points Not included Is not relevant, Scripting is not Scripting relies on too Follows an original Follows an original does not match original, does not many facts, quotes, or script, includes script, includes the storvline match storyline. Voice other non-original participant(s). Voice participant(s). Voice quality, diction, elements. Voice quality, quality, diction, fluency, quality, diction, fluency, fluency, and flow is diction, fluency and flow and flow is good and flow is excellent not used effectively is average **Ending** 0 1

Evaluator's Comments – include two things done well and two opportunities for improvement:

Ending is abrupt,

weak, or video

simply stops

Ending is somewhat developed but

does not provide closure

0-5 points

PRELIMINARY ROUND TOTAL

Ending brings closure

audience in reflective thinking or action toward change

and engages the

(100 points possible)

Ending brings closure, but does not engage the audience in reflective

thinking or action toward change



# DIGITAL STORIES FOR CHANGE National Leadership Conference

## **STAR Events Point Summary Form**

Name of Participant					
Chapter	Sta	ate	Team #	Station #	Level
	ion at top is correct. If a student vrite "No Show" across the top a				
	resentation, verify evaluator sco ification. Place this form in fron				
accuracy. Sort results b	ion in the room, double check al by team order and turn in to the onsultant if there are any question	Lead Co	nsultant.		
ROOM CONSULTANT CH	ECK				Points
Registration Packet 0 or 3 points	Picked up by adviser No <b>0</b>	or design	nated adult during schedu Yes <b>3</b>	uled time	
Event Online Orientation Documentation 0 or 2 points	Official documentation not provid at presentation time or signed by adviser		fficial documentation prome and signed by adviser	•	
Punctuality 0-1 point	<b>0</b> Participant was late for presentati	ion P	1 articipant was on time fo	r presentation	
EVALUATORS' SCORES			ROOM	1 CONSULTANT TOTAL	
Evaluator 1	Initials			(6 points possible)	
Evaluator 2	Initials		AVERAG	GE EVALUATOR SCORE	
Evaluator 3	Initials			(129 points possible)	
Total Score	divided by number of evaluators			FINAL SCORE	
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredt (i.e. 79.99 not 80.00)	:h		ge Evaluator Score plus coom Consultant Total)	
			FINAL SCORE divided b	y 135 possible points = G SCORE PERCENTAGE	

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**RATING ACHIEVED** (circle one) **Gold:** 90-100 **Silver:** 70-89.99

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 

**Bronze:** 1-69.99



# DIGITAL STORIES FOR CHANGE National Leadership Conference

## Rubric

Name of Particip	oant						
Chapter			State	Team #	Statio	n # Level	
WEBSITE CONTEN	NT – DOCUMENTA	TION					Points
Project Identification Page 0 or 4 points		<b>0</b> on Page is missing, is not comp		t Identification Page is pre school, city, state, event r		ts' names, chapter	
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		<b>0</b> Not provided		Signed proof of su	1 ubmission from the onlin	e form is included	
Project Summary 0-15 points	<b>0</b> Not provided	1 2 3 Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	4 5 6 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	7 8 9 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	10 11 12 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	13 14 15 Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
<b>Documentation</b> 0–5 points	<b>0</b> None provided	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	•	
DIGITAL STORY/V	/IDEO						
Introduction	0	1	2	3	4	5	
0-5 points	No obvious introduction	Introduction not relevant or appropriate for the presentation	Introduction not effective in capturing attention	Somewhat creative/attention getting	Creative introduction	Introduction captured attention immediately. Includes the FCCLA emblem	
Purpose and Focus 0-5 points	<b>0</b> Not included	1 Purpose, focus, and point of view is difficult to figure out	Purpose, focus, and point of view is inconsistent	Purpose, focus, and point of view is established but is not maintained throughout the presentation	Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	Purpose, focus and point of view is clear and maintained throughout the presentation	
Subject Knowledge 0-5 points	O Did not mention	of knowledge of kno	used eff the pres	lge, but not Presenta ectively in by partic entation	4 e of knowledge. Evide tition is enhanced know ipant's knowledge prese data supp issue	5 ence of thorough wledge. Effective entation of current and information to ort viewpoints and s of concern	
Creativity and Design 0-5 points	Color, design and/o effects are over use minimal they distra the purpose and fo	ed or so effects are inconsist act from with purpose and f	or Color, designed tent effects neith	from the and/or e	effects to support use sentation eff	5 cellent and appropriate e of color, design, ects, and original ideas support the	

# Digital Stories for Change Rubric (continued)

Technical Quality	0	1	2	3	4	5	
Sound 0-5 points	No sound or music was used in the project	Sound quality is poor (crackling, volume issues)	Sound quality is inconsistent	Sound quality is consistent throughou the project, neither enhances nor detract	ts	Sound quality is excellent throughout	
Technical Quality Images or Video 0–5 points	Images or video was used without appropriate copyright permission	I Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	is inconsistent—no use of copyrighted	Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	<b>0</b> Not evident	1 Editing produces a product difficult to watch or follow	Inconsistent editing with under/over use of transitions and effects	supports the presentation, neither	Good editing and overall production to support the presentation	Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
<b>Licensing</b> 0 or 5 points	The video v	<b>0</b> was not licensed by the pa	articipant	A Creative Commons video	5 license or copyright stat	ement is included in the	
Communication—	0	1	2	3	4	5	
<b>Graphics/Images</b> 0–5 points	No images or graphics were used	Images are not relevant to the project	Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0–5 points	<b>0</b> No text was used	There are so many errors in word or text that it detracts from the project	Word or text does not enhance the project and contains errors	<b>3</b> Word or text choices are appropriate but contain errors	4 Word or text choices are good and support the project idea	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0–5 points	<b>0</b> No music or sound	1 Music or sound is not relevant to the project, or is distracting	Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	<b>0</b> Not included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	3 Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average		5 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	
Ending 0–5 points	0 Ending is abrupt, weak, or video simply stops	1 2 Ending is somewhat dev does not provide closur		3 4 Ending brings closure, be engage the audience in thinking or action towar	ut does not reflective	5 Ending brings closure and engages the audience in reflective thinking or action toward change	

# Digital Stories for Change Rubric (continued)

ORAL PRESENTAT	TON						Point
Organization/	0	1 2	3 4	5 6	7 8	9 10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation cover information completely but do not flow well	relevant information with	
Cnowledge of	0	1	2	project wen	Δ	E	
Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of	0	1	2	3	4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	Not included	Minimal evidence FCS coursework relationship	Some knowledge of relationship to FCS coursework	Knowledge of FCS coursework but not shared	Knowledge of relationship to FCS is evident and shared	Knowledge of FCS relationship is evident and explained well	
Voice – pitch,	0		1	2		3	
tempo, volume 0-3 points	Voice qualities not use effectively	ed Voice o	quality is adequate	Voice quality is god improve	-	oice quality is outstanding and leasing	
Body Language/	0		1	2	•	3	
Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism eye contact/inappropriotionshing	ns, avoids and ey	es, posture, mannerisms e contact is inconsistent/ g is appropriate	Gestures, posture, eye contact, and cl appropriate	lothing are e	estures, posture, mannerisms, ye contact, and clothing enhance resentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pron errors	,	3-5) grammatical and nciation errors	Few (1-2) gramma pronunciation erro		resentation has no grammatical r pronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions O-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things don	e
well and two opportunities for improvement:	

LEVEL II TOTAL (129 points possible)	
Evaluator	#
Evaluator Initia	I
Poom Consultant Initial	



# **Early Childhood Education**



Early Childhood Education, an individual event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences early childhood education program. Participants must prepare a portfolio and a resource container. On site, participants must plan and present to evaluators an activity related to the theme in response to a case study provided during the event and an oral presentation describing the activity.

2021–2022 Theme: "The Alphabet and

Numbers"



**EVENT LEVEL** 

Level 3: grades 11–12
Level 4: Postsecondary

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences early childhood education training

- program, as determined by their state department of education. Students enrolled in general child or human development courses not preparing them for careers or employment in early childhood education are not eligible.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competition.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL INF</b>	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1	Portfolio, Resource Container	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	20 minutes planning	20 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	40 minutes

<b>PRESENTAT</b>	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							*	*	*

<sup>\*</sup> Skits may not be used during the oral presentation but may be used during presentation of the onsite case study activity. Presentation Equipment is allowed only for presentation of electronic portfolio and Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

### **EARLY CHILDHOOD EDUCATION**

## **Procedures and Time Requirements for Competition**

•	ant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time and ators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old).
Room consul	tant will check the resource container and give the case study to the participant to plan for the activity.
20 minutes	Room consultants and evaluators will have 20 minutes to preview the portfolio while the participant plans the activity using materials from the resource container.
10 minutes	The presentation of the activity may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

## **Specifications**

### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

### **Electronic Portfolio**

An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 49 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
0–4	Content Divider Pages or Sections	Use 0 to 4 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

### Early Childhood Education Specifications (continued)

Up to 30 8 ½" x 11" pages or 40 slides	Documentation of Experience/Occupational Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	Lesson Plans	Include 3–5 example <i>lesson plans</i> exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art). Sample lesson plans may use format of the participant's choice.
	Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan(s)</i> included in <i>portfolio</i> (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
	Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram essay developed by the participant).

### **Activity Plan and Presentation**

Participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. Submit one copy.
Selection of Activity/Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials and Supplies	Use creativity, safety, and variety in completing activity plan.
Introduction	Express objectives, instructions, and directions with clarity.
Activity	Present activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-up	Reinforce lesson objective with appropriate summary.

### **Presentation Skills**

The oral presentation of the activity plan may be up to 10 minutes in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of supplies and materials. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding lesson plan and portfolio.  Questions are asked after the presentation.

### **Resource Container**

The resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. Participant may not access Internet resources during planning time.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger
	than 17 ½" wide x 14 ½" deep x 11 ½" high.



### **EARLY CHILDHOOD EDUCATION**

## **STAR Events Point Summary Form**

le of Participant				
pter	State	Team #	Station #	Level
	nation at top is correct. If a student nan v, write "No Show" across the top and r			
· · · · · · · · · · · · · · · · · · ·	sentation, the room consultants must che ow and fill in the boxes.	neck participants' portf	olio using the criteria	and
	f presentation, verify evaluator scores a verification. Place this form in front of ner.			
results by team ord	etition in the room, double check all sco er and turn in to the Lead Consultant. d Consultant if there are any questions r			ccuracy. Sort
ROOM CONSULTANT	СНЕСК			Point
Registration Packet	Picked up by adviser or de	-		
0 or 3 points	No <b>0</b>	Yes	3	
Event Online Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation time and signed by adv	2 n provided at presentat viser	ion
Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point	O Binder is not the official FCCLA binder O Electronic Portfolio not in viewable format to the evaluators	Binder is the official FO  Electronic Portfolio in evaluators	1 CCLA binder 1 viewable format to the	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit, Resource Container exceeds the size limit, or is not in a sturdy container with a lid	1 2 or more errors 1 Portfolio contains no r pages or 49 slides com including: • 1 project ID page o • 1 table of contents • 1 Planning Process • Project Summary S • Up to 4 content div	r slide page or slide summary page or 2 slic ubmission Proof	les
<b>Punctuality</b> 0-1 point	<b>0</b> Participant was late for presentation	Participant was on tim	<b>1</b> e for presentation	
EVALUATORS' SCORES		RO	OOM CONSULTANT TO	ΓAL
Evaluator 1	Initials		(10 points possib	ole)
Evaluator 2	Initials	AVE	RAGE EVALUATOR SCO	DRE
Evaluator 3	Initials		(90 points possib	ole) · _
	divided by number of evaluators		FINAL SCO	\DE

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 



## **EARLY CHILDHOOD EDUCATION**

## Rubric

Name of Particip	ant								
Chapter				State	Tea	m #	Sta	ation #	Level
PORTFOLIO									Points
								_	Politis
FCCLA Planning Process Summary Page 0–5 points	summary not	1 Inadequate steps in the Planning Process are presented	All Planning Posteps are pres	ented but	All Planning Process steps summarized	are Pla wa	4 dence that the nning Process s utilized to plan ject	5 The Planning Proce used to plan the project. Each step i fully explained	
Documentation of Coursework 0–4 points	O Portfolio does not hav documentation of coursework that is in t pathway, career cluste or occupation for Early Childhood Education	documentation of the coursework and experience	of limited d a co	ortfolio show ocumentatio dequate amo oursework ar xperience	n of an ' unt of		3 ows quality tion of superb and	Portfolio shows excelled documentation of supcoursework and experience	
<b>Lesson Plans</b> 0–10 points	0 Lesson plans are missing	1 2 Lesson plans are from one early childhood concept	Lesson plan indicate an understand multiple chi developme concepts	ing of ildhood	5 6 Lesson plans a complete, indi knowledge of developmenta and stages, an age appropriat	re L cate c n I ages t d are a	7 8 esson plans are omplete with nultiple evidence he understanding ges and stages ar re age appropria	of show a depth of understanding an	nd an
Evidence of Skills 0–4 points	<b>0</b> Portfolio does not hav evidence of skills	Portfolio has limi evidence of skills	th	vidence is sho nrough multiparieties	own	Evidence of incredibly a through po	pparent	4 Portfolio has high quality evidence of superb skills	
Evidence of Developmenta I Knowledge 0-4 points	O Portfolio does not have evidence of developmental knowle	evidence of	of nowledge kn so	ortfolio shows developmen lowledge but mewhat unc rmat	tal it is ear in its	Evidence of developmer includes a c	atal knowledge nart, diagram, phic organizer	Portfolio indicates an exceptional level of developmental knowl in a clear and organize format	•
ACTIVITY									
Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0–8 points	<b>0</b> No written plan	1 2 A written plan is l scope	imited in W th	<b>3</b> ritten plan ha ese explained ojective and r	d well: an ationale	with learnin	e that is well	7 8 Objective and rational well written and thou out. Outcomes are measurable	
Activity Planning Form: Setting, Materials, Activity 0-8 points	<b>0</b> Not evident	1 2 Settings, materia activity are all ex	plained a p	<b>3</b> ettings, mate ctivities are v lanned and d escription	vell	activities ar	6 terials, and e well planned vity and eness for age	7 8 Setting, materials and activities have a varie materials used. Resol are creative, safe, are appropriate for the activity	ety of urces
Activity Planning Form: Modification and Assessment 0-8 points	<b>0</b> No modification or assessment methods a evident	I 2 Includes some pl modification and are limited asses methods listed	there comment p	3 Modification pomplete and lan for assess nultiple meth vident	there is a ment with	indicate an of adaptati	methods both understanding	7 8 Plans are creative and thoughtful. The activit includes physical activ science, reading readin preparation which excease study requiremer modifications, and mu assessment strategies	y ity, ness or eed nts, Iltiple
Introduction 0-5 points			<b>2</b> oduction includ objective	one o objec	3 duction includes r more tives and d instructions	object instruc	4 uction includes ives, itions and ons with clarity	5 Introduction include: objectives, instructio directions with clarit Makes the activity se fun and would engag children in learning	ons and y. eem

# Early Childhood Education Rubric (continued)

Activity	0	1 2	3 4	5 6	7 8	9 10	
1–10 points	Activity is limited	Activity is evident	Activity is evident	Activity is well	Activity is creative,	Activity is well	
•	,	with a focus on	with a focus on	organized. Has	well organized, rich	organized, has rich	
		content	content with	appropriate content,	in content and age	content, is accurate, age	
			extensive sequence	and is age	appropriate	level appropriate, has a	
			evident	appropriate		sequence of activity, an	
						appropriate pace and	
						includes transitions	
Use of Resources	0	1	2	3	4	5	
during Activity	Resources are not	Resources used to	Resources are used	Resources are used	Activity is creative,	Activity moves	
0–5 points	used during activity	limit amount of	minimally during	effectively	well organized, rich	seamlessly and	
		speaking time	activity	throughout activity	in content and age	effectively between	
					appropriate	teaching time and	
						hands on time	
Wrap Up	0	1	2	3	4	5	
0-5 points	No wrap up	Limited wrap up is	The activity ends	The activity ends	Activity ends with an	Activity ends with an	
		evident	with a limited	with an adequate	appropriate	appropriate summary	
			summary	summary	summary as a	as a reinforcement	
					reinforcement for	for the lesson and is	
						ioi tile lesson and is	
					the lesson	clear what the lesson	
						clear what the lesson	
	N SKILLS					clear what the lesson intended to	
Voice – pitch,	N SKILLS		1	2	the lesson	clear what the lesson intended to accomplish	
Voice – pitch, tempo, volume		ed Voice qu	<b>1</b> ality is adequate	<b>2</b> Voice quality is good, b	the lesson	clear what the lesson intended to accomplish	
Voice – pitch, tempo, volume 0-3 points	0	ed Voice qu	_	=	the lesson	clear what the lesson intended to accomplish  3 ality is outstanding and	
Voice – pitch, tempo, volume 0-3 points Body Language/	Voice qualities not use effectively	·	ality is adequate	Voice quality is good, b	the lesson out could Voice qu	clear what the lesson intended to accomplish  3 ality is outstanding and	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	Voice qualities not use effectively  Uses inappropriate ge	estures, Gestures	ality is adequate  1 , posture, mannerisms	Voice quality is good, be improve	the lesson  out could Voice questing	clear what the lesson intended to accomplish  3 ality is outstanding and	
PRESENTATION Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism	estures, Gestures	ality is adequate  1 , posture, mannerisms contact is inconsistent/	Voice quality is good, be improve	the lesson  out could  Voice queliance pleasing  nnerisms,  Gesture	clear what the lesson intended to accomplish  3 ality is outstanding and	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop	estures, Gestures	ality is adequate  1 , posture, mannerisms	Voice quality is good, be improve  2 Gestures, posture, mai	the lesson  out could  Voice quality pleasing  nnerisms,  Gesture eye con	clear what the lesson intended to accomplish  3 ality is outstanding and 3, posture, mannerisms,	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	estures, Gestures	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothic appropriate	the lesson  out could  Voice quality pleasing  nnerisms,  Gesture eye con	clear what the lesson intended to accomplish  3 ality is outstanding and  5, posture, mannerisms, act, and clothing presentation	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  0	estures, Gestures ns, avoids and eye riate clothing	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothic appropriate	out could  Voice quality pleasing  nnerisms, Gesture enhance	clear what the lesson intended to accomplish  3 ality is outstanding and s, posture, mannerisms, act, and clothing presentation  3	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points Grammar/Word	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than	estures, Gestures and eye riate clothing  5) Some (3-	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothin appropriate  2  Few (1-2) grammatical	the lesson  out could Voice quality pleasing pleasing pleasing pleasing eye contains and Presents and Presents	clear what the lesson intended to accomplish  3 ality is outstanding and s, posture, mannerisms, act, and clothing presentation  3 ation has no grammatical	
Joice – pitch, tempo, volume 0-3 points Gody Language/ Clothing Choice 0-3 points  Grammar/Word Jsage/ Pronunciation 0-3 points	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  0	estures, Gestures and eye riate clothing  5) Some (3-	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothic appropriate	the lesson  out could Voice quality pleasing pleasing pleasing pleasing eye contains and Presents and Presents	clear what the lesson intended to accomplish  3 ality is outstanding and s, posture, mannerisms, act, and clothing presentation  3	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than grammatical and pron	estures, Gestures and eye clothing  5) Some (3-punciation pronunciation	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and ation errors	Voice quality is good, to improve  2  Gestures, posture, manal eye contact, and clothic appropriate  2  Few (1-2) grammatical pronunciation errors	the lesson  out could Voice quality pleasing pleasing pleasing pleasing eye contains and Presents and Presents	clear what the lesson intended to accomplish  3 ality is outstanding and s, posture, mannerisms, act, and clothing presentation  3 ation has no grammatical	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators'	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than grammatical and pronerrors	estures, Gestures ns, avoids and eye riate clothing  5) Some (3- nunciation pronunci	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and ation errors	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothic appropriate  2  Few (1-2) grammatical pronunciation errors	the lesson  out could  voice queleasing  nnerisms,  Gesture eye con- enhance  and  Present- or pronu	clear what the lesson intended to accomplish  3 ality is outstanding and  3 s, posture, mannerisms, act, and clothing presentation  3 tition has no grammatical inciation errors	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators' Questions	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than grammatical and pronerrors	estures, Gestures and eye clothing  5) Some (3-punciation pronunciation	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and ation errors	Voice quality is good, to improve  2  Gestures, posture, manal eye contact, and clothic appropriate  2  Few (1-2) grammatical pronunciation errors	the lesson  out could  Voice quality pleasing  nnerisms,  Gesture eye con- enhance  and  Present- or pront	clear what the lesson intended to accomplish  3 ality is outstanding and  3 s, posture, mannerisms, act, and clothing presentation  3 tition has no grammatical inciation errors	
Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than grammatical and pronerrors  O Did not answer	estures, Gestures ns, avoids and eye riate clothing  5) Some (3- nunciation pronunci  1 Unable to answer	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and ation errors  2 Responded to all	Voice quality is good, to improve  2  Gestures, posture, maneye contact, and clothic appropriate  2  Few (1-2) grammatical pronunciation errors  3  Responded	the lesson  out could Voice queleasing  nnerisms, Gesture eye con- enhance  and Present- or pront  4  Gave appropriate	clear what the lesson intended to accomplish  3 ality is outstanding and 3 s, posture, mannerisms, act, and clothing presentation  3 tition has no grammatical inciation errors  5 Responses to	
Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation 0-3 points  Responses to Evaluators' Questions	Voice qualities not use effectively  O Uses inappropriate ge posture or mannerism eye contact/inapprop clothing  O Extensive (more than grammatical and pronerrors  O Did not answer evaluators'	estures, Gestures ns, avoids and eye riate clothing  5) Some (3- nunciation pronunci  1 Unable to answer	ality is adequate  1 , posture, mannerisms contact is inconsistent/ is appropriate  1 5) grammatical and ation errors  2 Responded to all questions but	Voice quality is good, to improve  2  Gestures, posture, many eye contact, and clothing appropriate  2  Few (1-2) grammatical pronunciation errors  3  Responded adequately to all	the lesson  out could Voice quality pleasing  nnerisms, Gesture eye con- enhance  and Present- or pront  4  Gave appropriate responses to	clear what the lesson intended to accomplish  3 ality is outstanding and 3 s, posture, mannerisms, act, and clothing presentation  3 ation has no grammatical inciation errors  5 Responses to questions were	

Evaluator's Comments – include two things done well and two opportunities for improvement:

<b>TOTAL</b> (90 points possible)	
Evaluator	#
Evaluator Initia	ıl
Room Consultant Initial	



## **EARLY CHILDHOOD EDUCATION**

# **Activity Planning Form**

Topic and Type of Activity:
Age Level:
Timeframe:
Learning Objectives: What knowledge or skills will this activity help children know and be able to do?
<b>Instructional Strategies and Rationale:</b> Why is this knowledge or skill important for children to know and be able to do at this age?
Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.
Materials: What supplies and resources are needed?

Activity: Describe in detail the activity you plan to do with these children.
<b>Modifications:</b> How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs,
etc.
Assessment: How will you evaluate the children's achievement of the learning objectives?
Additional Notes:





Entrepreneurship, an individual or team event, recognizes participants who develop a plan for a new small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. Participants must prepare a portfolio containing a written business plan, which they are not required to have implemented, and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11-12

Level 4: Postsecondary

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INF	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competiti on Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Oral Presentation	Table -yes Electrical access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	15 minutes	15 minutes prior to presentation	1-min. warning at 19 min.; stopped at 20 min.	5 minutes	45 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **ENTREPRENEURSHIP**

### **Procedures and Time Requirements for Competition**

Each entry wi	Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.				
	Participant(s) will have 15 minutes to set up for the event. Other persons may not assist. Room consultants and				
15 minutes	evaluators will have 15 minutes to preview the <i>portfolio</i> (hardcopy or electronic) during participant set up time. The				
	participant must make the <i>electronic portfolio</i> accessible to evaluators.				
	The oral presentation may be up to 20 minutes in length. A one-minute warning will be given at 19 minutes.				
20 minutes	Participants will be stopped at 20 minutes. If audio or audiovisual recordings are used, they are limited to 3 minutes				
	playing time during the presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.				

## **Specifications**

### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 64 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio.

### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 75 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVEL 3	
1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's n chapter name, school, city, state, event name, and project title.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.			
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and imple project; use of the <i>Planning Process</i> may also be described in the oral presentation.			
1 🔲	Evidence of Online Project Summary Submission		summary form located on the "S gned proof of submission in the	•	
0–10	Content Divider Pages or Sections	be tabbed, may contain a title	section pages or slides. <i>Content</i> e, a section name, <i>graphic</i> elements nust not include any other <i>cont</i> e	ents, thematic decorations,	

SPECII	FICATIONS	LEVEL 1	LEVEL 2	LEVEL 3		
	Business Description	Include name of the new small business and mission statement. Describe services provided, hours of operation, and demographics served.	Include name of the new small business and mission statement. Describe services provided, hours of operation, demographics served. Use community survey data or market research to justify the selected demographics served.	Include name of the new small business and mission statement.  Describe services provided, hours of operation, demographics served. Use original community survey/market research data to justify the selected demographics served and determine the business' feasibility based on the needs and wants of the community where the business will be located.		
Up to 50 8 ½" x 11" pages or 60 slides	Facility	Describe the physical location (both inside and outside), utility providers, and emergency procedures.	Describe the physical location (both inside and outside) including images of the design concept. Describe utility providers, emergency procedures, and facility maintenance procedures.	Describe the physical location (both inside and outside) including images of the design concept. Develop a chart of utility providers with contact information and a description of each provider. Prepare emergency procedures and a facility maintenance plan based on recommendations from OSHA.		
	Supplies and Equipment	Include list of suppliers, inventory of equipment and supplies, and description of equipment integral to the operation of your busing maintenance and repair policies.  Include chart of suppliers with contact information description of each supplier. Develop a detailed in equipment and supplies needed for the day-to-day the business. Describe provisions for maintenance equipment integral to the operation of your busing considering authorized service requirements for opening and provided in the provision of the day-to-day the business.		Develop a detailed inventory of ded for the day-to-day operation of sions for maintenance and repair of peration of your business		
	Organizational Chart	Develop an organizational chart with job titles, descriptions, and tasks for the business. Include hierarchy/departments as projected for busines growth.		Develop an organizational chart with job titles, descriptions, and tasks for the business. Include characteristics and/or personality traits important for each position and hierarchy/departments as projected for business growth.		
	Personnel Management	procedures, employee recruitment/rei salaries/hourly wages and benefits, and records needed to manag		salaries/hourly wages and benefits, nation policies, and employee elop all applicable forms and the business' personnel from the ocess, and the resigning/firing		

# Entrepreneurship Specifications (continued)

SPECI	FICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
	Funding Sources for Business	Describe methods and sources of funding for the business.	Describe methods and sources of funding for the business. Include fee structures and expenses related to securing funding for the business	Develop a chart to determine your start-up costs. Describe methods and sources of funding for the business. Include fee structures and expenses related to securing funding for the business.
(continued) Up to 50 8 ½" x 11" pages or 60 slides	Budget	Describe income, expenditures, financial procedures, and applicable tax information. Include all applicable forms.	Develop a budget for the first six-months of business operations that includes estimated income and expenditures. Describe the origin of the figures in your budget. Determine the businesses' financial procedures and applicable tax information. Include all applicable forms.	Develop a budget for the first year (12-months) of business operations that includes estimated income and expenditures. Describe the origin of the figures in your budget. Determine the businesses' financial procedures and applicable tax information. Include all applicable forms.
	Laws, Regulations, and Codes	Describe health; environment; fire; insurance; zoning; and other local, county, and state codes. (Actual codebooks need not be included.)	local, county, and state code included.) Create a chart wh governmental contact inforr regulations, and codes for th occupational health/safety t	nation for the applicable laws,
	Marketing Plan	Describe advertising plan (including special events), and include at least two sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events), and include at least four sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events), and include at least six sample advertisements to cover types of advertising chosen.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation current.	style to cite all references. Re	esources should be reliable and
	Appearance	Business plan must be n spelling.	eat, legible, and <i>professional</i> a	and use correct grammar and

# Entrepreneurship Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 20 minutes in length and is delivered to evaluators. The presentation should be *professional* in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time. *Visuals* should be used during the presentation. The *portfolio* may be used as a *visual*.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3				
Organization/Delivery	Deliver oral presentation in an summarize business plan.	n in an organized, sequential manner; concisely and thoroughly n.					
Knowledge of Subject Matter		ntrepreneurial skills including facil management, and understanding					
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected business.	Describe the relationship of Family and Consumer Sciences coursework to selected business. Explain which National FCCLA program(s) could be used to implement this project.	Describe the relationship of Family and Consumer Sciences coursework to selected business. Explain which National FCCLA program(s) could be used to implement this project. Identify FCS career pathway connections.				
Use of Portfolio and Visuals	Use <i>portfolio</i> to describe all phase enhance the presentation.	ases of the project. Use original, co	reative, and appealing visuals to				
Voice	Speak clearly with appropriate	pitch, tempo, and volume.					
Body Language/Clothing Choice	appropriate handling of visuals	e including gestures, posture, man and notes or notecards if used. W for the nature of the presentation	/ear FCCLA official dress or				
Grammar/Word Usage/Pronunciation	Use proper grammar, word usa	nge, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ are asked after the presentatio	· · · · · · · · · · · · · · · · · · ·	ding the business plan. Questions				



## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	IECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Online Event Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	Binder is not the official FCCLA binder  0  Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors Portfolio contains no more than 64 single-sided pages or 75 slides completed correctly, including:  • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 10 content divider pages or slides • Up to 50 content pages or 60 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 80.00)	(Average Evaluator Score plus 79.99 not Room Consultant Total)	·

Evaluator 1\_\_\_\_\_ Evaluator 2\_\_\_\_ Evaluator 3\_\_\_\_ Adult Room Consultant\_\_\_\_ Event Lead Consultant\_\_\_\_\_ Event Lead Consultant\_\_\_\_ Event Lead Consultant\_\_\_\_\_ 2021-2022 COMPETITIVE EVENTS GUIDE – STAR Events Copyright 2021. Family, Career and Community Leaders of America, Inc. All rights reserved. www.fcclainc.org



## Rubric – Level 1

Name of Participant					
Chanter	State	Team #	Station #	Level	

PORTFOLIO		,					
	^	4	3	2	4	r	
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Business Description	0	1	2	3	4	5	
0–5 points	Not evident	Includes 1 of the 5 requirements	Includes 2 of the 5 requirements	Includes 3 of the 5 requirements	Includes 4 of the 5 requirements or is not well written	Well written description includes business name, mission, services, hours, and demographics	
<b>Facility</b> 0–5 points	<b>0</b> Not evident	1 Includes 1 of the 3 required components	Includes 2 of the 3 required components		3 4 ion of the 3 required	5 Well written description includes interior and exterior location, utility providers, and emergency procedures	
Supplies and Equipment 0–5 points	<b>0</b> Not evident		. 2 quired components or is		3 4 e 3 required components complete	5 Comprehensive list of suppliers, equipment and supply inventory, and description of maintenance and repair policies	
Organizational Chart	0	1	2	3	4	5	
0–5 points	Organizational chart is not included	Chart includes 1 of the required components	Chart includes 2 of the 4 required components	Chart includes 3 of the 4 required components	Includes a chart with all components but is not well planned	Includes organizational chart with job titles, descriptions, tasks, and projected hierarchy/departments for growth	
Personnel	0	1	. 2		3 4	5	
<b>Management</b> 0–5 points	Not evident	Hiring procedures, con (salaries and benefits) procedures, or evalua		Hiring procedures, of policies and procedures developed to meet to business	ures have been	Detailed description of hiring procedures, compensation, and evaluations, including forms as applicable support the needs of the business	
Funding for Business 0–5 points	<b>0</b> Not evident		stic methods or sources		<b>3 4</b> of types and sources of	5 Detailed description of method and sources of funding	
<b>Budget</b> 0–5 points	<b>0</b> Not evident	<del>-</del>	2 quired components or is forms		3 4 required components or able form	5 Detailed description of income, expenditures, financial procedures and tax information. All applicable forms are included	
Laws, Regulations, and Codes 0-5 points	<b>0</b> Not evident	Includes 1 of the 6 recomponents	quired Includes 2 of the 6 required components	Includes 3-4 of the 6 required components	4 Includes 5 of the 6 required components or is not well written	5 Detailed description of health, environment, fire, insurance, zoning, and other local, county and state codes	
Marketing Plan 0-5 points	<b>0</b> Not evident	1 Limited marketing pla	n Marketing plan doe not adequately cove promotional techniques. Advertisements do not promote busine	er covers types of advertising.		Includes 2 or more	
Works Cited/	0		1	2		3	
Bibliography 0–3 points	No resour		ources are incomplete, not ent, or not reliable for ect	Reliable resourd incorrect style ( sheet)		re list of current and reliable es, in MLA or APA style <i>(see style</i>	
Appearance 0–3 points	Portfolio is illegibl unorganized	e and Porti	1 folio is neat, but contains nmatical or spelling errors is poorly organized	Portfolio is neat professional, wi grammar and sp	t, legible, and Neat, legith correct gramma	gible, and professional, correct or and spelling used; effective stion of information	

ORAL PRESENTAT	ION						
Organization/ Delivery I-10 points	O Presentation is not done or presented briefly and does not cover components of project	1 2 Presentation covers some topic elements	3 4  Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	O Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards D-3 points	0 No evidence of relations between business and FO	•	1 ace of business knowledge work relationship	Z Knowledge of busing relationship to FCS is	•	3 of business and FCS o is evident	
Use of Portfolio and Visuals during Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals u minimally during preso		2 nd visuals used effective t presentation	,	3 on moves seamlessly ral presentation, portfolio	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qua	1 ality is adequate	Voice quality is good, I improve	out could Voice qu	3 uality is outstanding and	
Body Language/ Clothing Choice O-2 points	Uses inappropriate gestu			1 esture, mannerisms, eye clothing are appropriate	Gestures, postu	<b>2</b> re, mannerisms, eye contact, nance presentation	
Grammar/Word  Jsage/ Pronunciation  J-3 points	<b>O</b> Extensive (more than 5) g and pronunciation errors	rammatical Some (	1 (3-5) grammatical and nciation errors	2 Few (1-2) grammatical pronunciation errors	and Present	3 ation has no grammatical or ciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	some questions	2 Responded to all questions but without ease or accuracy	adequately to all questions	responses to a	5 esponses to questions were ppropriate and given without esitation	
Evaluator's Con	nments – include two t	hings done well					
	tunities for improveme	· ·			(9	TOTAL 0 points possible)	
					Doom	Evaluator # Evaluation Initial Consultant Initial	



### Rubric - Level 2

Name of Participant Team #\_\_\_\_\_ Station # Level Chapter State\_\_\_\_ **PORTFOLIO FCCLA** 0 2 3 4 1 **Planning Process Planning Process** Inadequate steps in All Planning Process All Planning Evidence that the The Planning Process is used Summary Page summary not the Planning Process steps are Planning Process was to plan the project. Each step steps are presented 0-5 points provided Process are but not summarized summarized utilized to plan is fully explained presented project **Business Description** 0 1 2 3 0-5 points Includes 1 of the 5 Includes 2 of the 5 Includes 3 of the 5 Includes 4 of the 5 Not evident Well written description requirements. Does requirements. Does requirements. requirements or is includes business name, Includes mission, services, hours, and not include not include not well written. data/research data/research data/research and Includes demographics. Includes is utilized data/research and is data/research and is utilized utilized well Facility 0 2 1 0-5 points Includes 3 of the 4 Not evident Includes 1 of the 4 Includes 2 of the 4 Incomplete Well written description required required required description of the includes interior and exterior facility components components components components images, utility providers, and/or missing emergency procedures, and interior and exterior facility maintenance procedures images Supplies and 0 1 2 3 4 Equipment Chart includes list of Includes chart of suppliers Includes chart of suppliers Not evident Includes chart of suppliers, 0-5 points suppliers and inventory, and general containing contact containing contact information minimal equipment provisions for maintenance information and description and description of each supplier, of each supplier, inventory of detailed inventory of equipment equipment, provisions for and supplies, provisions for maintenance maintenance and repairs including service requirements **Organizational Chart** 0 1 3 0-5 points Organizational Chart includes 1 of Chart includes 2 of Chart includes 3 of Includes a chart with Includes organizational chart with job titles, descriptions, chart is not the required the 4 required the 4 required all components but is included components components components not well planned tasks, and projected hierarchy/departments for growth Personnel n 1 2 3 4 Management Not evident Hiring procedures, compensation, Hiring procedures, compensation, Detailed description of hiring 0-5 points recruitment/retention, and evaluations recruitment/retention, and procedures, compensation, recruitment/retention, and evaluations are limited. Forms are incomplete evaluations have been developed. Some forms as applicable to support Includes forms as applicable to support the needs of the business the needs of the business 3 4 **Funding** 0 1 2 Limited knowledge of types and sources of Detailed description of for Not evident Incomplete or unrealistic methods or Business funding or missing fee structure sources of funding, does not include fee funding and includes fee 0-5 points structures and expenses Budget n 1 2 3 0-5 points Not evident Budget is for less than 6-6-month budget includes 12-month budget includes Well-developed 12-month income and expenditures budget includes income and months, or is missing income income and and expenditures and expenditures. Includes and described origin. expenditures and described described origin, financial financial procedures and Includes financial origin. Includes financial applicable tax procedures and applicable procedures and applicable procedures, applicable tax information or forms information tax information and forms tax information and forms Laws, Regulations, 1 2 4 and Codes Not evident Include less than 3 Detailed description of Includes 4 of the Includes 5 of the 6 Description of health, 0-5 points of the 6 required 6 required required components. environment, fire. health, environment, fire, components, no components, but but no rationale for insurance, zoning, insurance, zoning, and other rationale for no rationale for choices or is missing and other local, local, county and state codes, choices and is choices or is chart with county and state and rationale for choices. missing chart with missing chart governmental contact codes, and rationale Chart with governmental governmental with information for choices. Chart contact information provided. Specific health and safety contact governmental with governmental information contact contact information trainings included, if

provided

applicable

information

## Entrepreneurship Rubric Level 2 (continued)

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Marketing Plan	0	1	2	3	4	5	
0-5 points	Not evident	Marketing plan do		-		Detailed description	
•		adequately cover	not adequate			•	
			•	advertising. In	**	•	
		promotional techr		· ·	· ·	Includes 4 or more	
		Advertisements do		•	Includes 3 sample	•	
		promote business	not provide sa	•		marketing needs	
Vorks Cited/	0	an Parad	1	_	2	3	
Bibliography	No resourc		esources are incomplete		•	list of current and reliable	
)–3 points		С	urrent, or not reliable for	incorrect style	(see style resources,	in MLA or APA style (see style	
		р	roject	sheet)	sheet)		
Appearance	0		1		2	3	
0–3 points	Portfolio is illegible	e and P	ortfolio is neat, but conta	ains Portfolio is nea	nt, legible, and Neat, legil	ole, and professional, correct	
	unorganized	g	rammatical or spelling er	rors professional, w	vith correct grammar	and spelling used; effective	
		a	nd is poorly organized	grammar and s	spelling organizati	on of information	
ORAL PRESENTAT	ION						
Organization/	0	1	2 3 4	5 6	7 8	9 10	
Delivery	•						
0-10 points	Presentation is no			•			
. It is	or presented brief	•		•		relevant information	
	does not cover	elements	but with mini				
Ware Labor 1	components of pro	-	information	project well	not flow well	logical delivery	
Knowledge of	0	1	2	3	4	5	
Subject Matter 0-5 points	Little or no eviden			· ·	Knowledge of	Knowledge of subject	
0-2 hours	of knowledge	knowledge	knowledge	subject matter	•	matter is evident and	
				evident but no	t evident and share	d incorporated	
				effectively use	d in at times in the	throughout the	
				presentation	presentation	presentation	
Relationship of	0		1	2	<u> </u>	3	
Family and	No evidence of	Minimal evide	nce of business	Knowledge of business a	and Knowledge	e of business and FCS	
Consumer Sciences	relationship betwe	een knowledge an	d FCS coursework	relationship to FCS is go	-	ip is evident, national program	
Coursework and	business and FCS	relationship		program identified		and both explained well	
Standards 0-3 points				. •			
Use of Portfolio	0		1	2		3	
and Visuals during	Portfolio and visua	ls not Dartfalia	and visuals used	Portfolio and visuals use	nd offactivaly Dracantati	•	
Presentation					•	on moves seamlessly between	
0-3 points	used during prese	minimali minimali	y during presentation	throughout presentation	orai prese	ntation, portfolio and visuals	
Voice – pitch,	0		1		2	3	
tempo, volume	Voice qualities not	used V	oice quality is adequate	Voice quality is	good, but could Voice	quality is outstanding and	
0-3 points	effectively			improve	pleasi		
Body Language/	•	0		1	picas.	2	
Clothing Choice	Uses inappropriat	e gestures, posture o	r mannerisms. Gestu	res, posture, mannerisms,	eve Gestures nosti	ure, mannerisms, eve contact,	
0-2 points		ontact/inappropriate		ct, and clothing are approp	, ,,	hance presentation	
Grammar/Word	270103 676 6	1	1	or, and croaming are approp	<b>2</b>	3	
Usage/	Extensive (more th	an 5) grammatical	Some (3-5) grammatica	ll and Few (1-2) gram	matical and Proce	ntation has no grammatical or	
Pronunciation	and pronunciation		pronunciation errors	, , ,		-	
0-3 points	and pronunciation	CITUIS	pronunciation errors	pronunciation	errors pront	inciation errors	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to ans	wer Responded to all	Responded	Gave appropriate	Responses to questions	
Questions	evaluators' question			•		were appropriate and given	
0-5 points			ease or accuracy	' '	evaluators' questions		
				4300000	2.2.2.20.0 94000000		
Evaluator's Cor	mments – include	two things done	well				
		•				TOTAL	
and two oppor	rtunities for impro	ovement:				TOTAL	
					(	(90 points possible)	
						Evaluator #	
						Evaluation Initial	
					Roo	m Consultant Initial	



### Rubric – Level 3 and 4

Name of Participant			
•			

Station # Chapter Team # Level **PORTFOLIO FCCLA** 0 1 2 3 **Planning Process Planning Process** Inadequate steps in **All Planning Process** All Planning Evidence that the The Planning Process is used Summary Page summary not the Planning steps are presented Process steps are Planning Process was to plan the project. Each step 0-5 points provided Process are but not summarized summarized utilized to plan is fully explained presented **Business Description** 0 0-5 points Not evident Includes 1 of the 5 Includes 2 of the 5 Includes 3 of the 5 Includes 4 of the 5 Well written description requirements. Does requirements. Does requirements or requirements or is includes business name. not include not include includes unoriginal not well written. mission, services, hours, and data/research data/research data/research and Includes original demographics. Includes data/research and is is utilized original market data/research and is utilized to determine utilized feasibility **Facility** 0 1 2 3 4 0-5 points Not evident The description, chart or Description, chart, and Description includes interior Well written description includes procedures and emergency procedures and exterior images. Includes interior and exterior images. a chart of utility providers, management plan are are included but at least Includes a chart of utility providers minimal and/or one is incomplete contact and description. contact and description. incomplete Emergency procedures and Emergency procedures and facility facility maintenance maintenance procedures are based procedures are included on OSHA recommendations 2 3 Supplies and Equipment Chart includes list of Includes chart of suppliers, Includes chart of suppliers Not evident Includes chart of suppliers containing 0-5 points suppliers and inventory, and general containing contact contact information and description minimal equipment provisions for information and description of each supplier, detailed inventory of equipment and supplies, provisions maintenance of each supplier, inventory of equipment, provisions for for maintenance and repairs including maintenance service requirements Organizational Chart 0 1 2 3 0-5 points Includes organizational chart Chart includes 1 Chart includes 2 of Includes organizational chart with Not evident Chart of the 5 the 5 components includes 3 of with job titles, descriptions, job titles, descriptions, tasks, and components the 5 tasks, and projected projected hierarchy/departments hierarchy/departments for for growth. Include position required growth. characteristics for each position components Personnel 1 Management Detailed description of hiring procedures, Not evident Hiring procedures, compensation, Hiring procedures, compensation, 0-5 points compensation, recruitment/retention, and recruitment/retention, and recruitment/retention, and evaluations have evaluations are limited. Forms are been developed. Some forms as applicable evaluations. Includes forms as applicable to support the needs of the business incomplete to support the needs of the business 0 1 2 3 4 **Funding** 5 Detailed chart of startup costs and for Incomplete or unrealistic startup costs Not evident Limited chart of startup costs and **Business** and/or methods or sources of funding, does knowledge of types and sources of description of funding, includes fee 0-5 points not include fee structure funding or missing fee structure structures and expenses Budget n 1 2 3 4 5 0-5 points Not evident Budget is for less than 12-months, 12-month budget 12-month budget includes Well-developed 12-month or is missing income and includes income and income and expenditures budget includes income and expenditures and described origin, expenditures. Includes and described origin. expenditures and described financial procedures, applicable financial procedures Includes financial origin. Includes financial tax information or forms procedures and applicable and applicable tax procedures and applicable tax information and forms tax information and forms information Laws, Regulations, and Codes Not evident Include less than 3 Description of health, Includes 4 of the 6 Includes 5 of the 6 Detailed description of health. 0-5 points of the 6 required environment, fire, environment, fire, insurance, required required components, no components, but components, but insurance, zoning, and zoning, and other local, county rationale for no rationale for no rationale for other local, county and and state codes, and rationale choices and is choices or is choices or is state codes, and for choices. Chart with missing chart with missing chart with missing chart with rationale for choices. governmental contact governmental governmental governmental Chart with information provided. Specific contact information contact contact governmental contact health and safety trainings information information information provided. included, if applicable

## Entrepreneurship Rubric Level 3 and 4 (continued)

**Points** 

Marketing Plan 0-5 points	a p A	1 Marketing plan does not dequately cover romotional technique dvertisements do not romote business	not adequately	cover covers types of advertising. Incl oes 4 samples	Marketing plan covers chosen types udes of advertising. Includes 5 sample	5 Detailed description includes special events. Includes 6 or more samples that meet marketing needs	
			·	•		3	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources li		1 rces are incomplete, r it, or not reliable for t	not Reliable resourc incorrect style (s sheet)	· ·	3 t of current and reliable MLA or APA style (see style	
Appearance	0		1	2		3	
0–3 points	Portfolio is illegible an unorganized	gramn	lio is neat, but contain natical or spelling erro poorly organized	ns Portfolio is neat,	th correct grammar an	, and professional, correct d spelling used; effective of information	
ORAL PRESENTAT	ION						
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not do		Presentation co			Presentation covers all	
0-10 points	or presented briefly ar	nd covers some top	ic all topic elemer	nts complete inform	nation information	relevant information	
	does not cover	elements	but with minim		• •	with a seamless and	
	components of projec		information	project well	not flow well	logical delivery	
Knowledge of	0	1	2	3	4	5	
Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence	of Some evidence knowledge	subject matter is evident but not effectively used	evident and shared in at times in the	Knowledge of subject matter is evident and incorporated throughout the	
Dalatianshin of				presentation	presentation	presentation	
Relationship of	0	1		2		3	
Family and	No evidence of	Minimal evidence	of business	Knowledge of business ar	nd Knowledge o	of business and FCS	
Consumer Sciences Coursework and Standards	relationship between business and FCS	knowledge and FC relationship	S coursework	relationship to FCS is good program identified. FCS co pathway identified	areer identified, ar	is evident, national program and both explained well. FCS vays identified	
0-3 points					career patrix	· ·	
Use of Portfolio and Visuals during Presentation	<b>0</b> Portfolio and visuals n used during presentat		1 visuals used ring presentation	<b>2</b> Portfolio and visuals used throughout presentation	•	moves seamlessly between ation, portfolio and visuals	
0-3 points Voice – pitch,	0		1		2	3	
tempo, volume 0-3 points	Voice qualities not use effectively	d Voice	quality is adequate	Voice quality is g improve	=	uality is outstanding and	
Body Language/ Clothing Choice	Uses inappropriate ge	0	nerisms Gosturos	1 , posture, mannerisms, eye		<b>2</b> re, mannerisms, eye contact,	
0-2 points	avoids eye contact/ina		•	ing are appropriate		nance presentation	
Grammar/Word	n	ppropriate clothing	1		2	ance presentation	
Usage/ Pronunciation	Extensive (more than 5 and pronunciation erro		ne (3-5) grammatical a nunciation errors		natical and Presenta	ation has no grammatical or	
0-3 points Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to questions	
Questions	evaluators' questions	some questions	questions but with	•		were appropriate and given	
0-5 points	evaluators questions	Joine questions	ease or accuracy	questions	evaluators' questions	without hesitation	
	nments – include two	· ·		questions	(9	TOTAL 0 points possible) Evaluator # Evaluation Initial	
					Room	Consultant Initial	



## **Event Management**



**Event Management** is an *individual* or *team event* that recognizes participants who apply skills learned in Family and Consumer Sciences courses to plan an event and prepare a researched proposal for an educational institution, community or non-profit organization, business, or government institution. Participants must prepare a **portfolio** and **oral presentation**. Level 2 and 3 participants will also complete an **event volunteering experience**.

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11-12

**Level 4: Postsecondary** 

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

 Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

- Participants must have completed a course or a unit in consumer management or financial education in a Family and Consumer Sciences program or must have completed a unit of the FCCLA Financial Fitness national program.
- 3. The event must be planned for an educational institution, community or non-profit organization, business, or government institution. Level 1 and 2 projects do not have to be implemented, but must be planned to take place between July 1, 2020 and June 30, 2021. Level 3 and 4 projects must be completed prior to the National Leadership Conference.
- 4. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

Number of Participants per Entry	ORMATION Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space - no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	35 minutes

ı	PRESENTATION ELEMENTS ALLOWED									
	Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
Ī										

### **EVENT MANAGEMENT**

### **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
5 minutes	5 minutes Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.				
10 minutes	Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic) during setup.				
10 illillutes	The participant must make the <i>electronic portfolio</i> accessible to evaluators.				
	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes.				
	Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role				
15 minutes	of student event manager, to present to the evaluators, in the role of the client, the event proposal.				
15 illillutes	The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a				
	one-way presentation. If audio or audiovisual recordings are used, they are limited to 3 minutes playing				
	time during the presentation. Presentation equipment, with no audio, may be used during the entire presentation				
5 minutes	minutes Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.					

### **Specifications**

As a student event manager, you approach your client (school administrator, city government staff, business manager, community non-profit director, etc.) with a proposal to implement a new event as a project for your career pathway program. In this project, you must prepare and present a pre-professional portfolio to the event organizers/sponsors, for their approval. Student event managers may not plan events which involve the consumption of alcohol, substances, or the involvement with activities violating local school district policy, which could include weapons, political campaigns, etc. Your project must meet the requirements as listed in the following event specifications, and your presentation to your client is your oral presentation for this event.

### Event Volunteering Experience - Required for Level 2, Level 3, and Level 4 Participants

Each team participant must volunteer at a school or community event in which at least 50 people attend, and which requires a minimum of 2 hours of volunteering service per team member. If all team members volunteer at the same event, only one Event Volunteering Experience Form is required. Submit a summary of the volunteering experience using the provided Event Volunteering Experience Summary Form. The event does not need to be related to the planned project, but is meant to give the participant insight into the perspective of an event planner.

Event	Using the Event Volunteering Experience form, include the following information. Include a copy of the completed					
Volunteering	form in portfolio, as indicated.					
Experience	Event Leadership – who is in charge					
Summary	Event Goal and Objective(s)					
	How is success measured for this event?					
	How many volunteers are utilized at this event?					
	How is the event promoted/advertised?					
	What kinds of choices and decisions must the event organizers make? Venue, vendors, décor, marketing,					
	technology, activities, safety, sponsors, etc.?					
	<ul> <li>How do the event organizers handle the stress of the event?</li> </ul>					
	<ul> <li>What recommendations would you have to improve the event in the future?</li> </ul>					
	Provide 1-2 Photos of the event documenting your participation					

### **Event Management Specifications (continued)**

The event must be planned for an educational institution, community or non-profit organization, business, or government institution. **Level 1 and 2** projects do not have to be implemented, but must be planned to take place between July 1, 2020 and June 30, 2021. **Level 3 and 4** projects must be completed prior to the National Leadership Conference

Allowable events	<ul> <li>Fundraisers – dinners, dar</li> </ul>	ices, tournaments, etc.					
	<ul> <li>Holiday events – breakfast</li> </ul>	t with Santa, Mother's Day tea, etc.					
	<ul> <li>Leadership conferences w</li> </ul>	ith multiple speakers or workshops					
	School or community dances						
	<ul> <li>Youth or adult athletic tournaments – wrestling, softball, rodeos, etc.</li> </ul>						
	<ul> <li>Youth or adult non-athletic competitions/tournaments – speech, music, etc.</li> </ul>						
	<ul> <li>Community festivals or tourism events</li> </ul>						
	College, career, or employments fairs						
	<ul> <li>Award ceremonies – hall of fame, teacher of the year banquets, etc.</li> </ul>						
Prohibited events	FCCLA chapter meetings or classroom guest speakers						
	Individual or family parties or events						
	Events not meeting the event attendee or time requirements						
	<ul> <li>Any event involving the co</li> </ul>	onsumption or sale of prohibited substa	ances or violate school district policies				
	Level 1	Level 2	Level 3				
Minimum number							

	Level 1	Level 2	Level 3
Minimum number of event attendees	25	50	75
Minimum time requirement of planned event	1 hour – may not exceed 1 day Does not need to be implemented.	3 hours – may not exceed 2 days. Does not need to be implemented.	4 hours – may include multiple days. Must be implemented before the National Leadership Conference.

### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 65 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio

#### **Electronic Portfolio**

An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 77 slides, as described below.

SPECIFICATIONS BY LEVEL		LEVEL 1	LEVEL 2	LEVEL 3 and 4
	Appearance	Portfolio must be neat, legible,	and professional and use corr	ect grammar and spelling.
1-8 ½" x 11" page	Project Identification	Plain paper or slide, with no gra	aphics or decorations; must inc	clude participant's name(s),
or 1 slide	Page	chapter name, school, city, stat	e, event name, and project tit	le.
1-8 ½" x 11" page	Table of Contents	List the parts of the portfolio in	the order in which the parts a	ppear.
or 1 slide				
1-8 ½" x 11" page	FCCLA Planning	Summarize how each step of th	e Planning Process was used t	o plan and implement the
or 2 slides	Process	project; use of the Planning Pro	cess may also be described in	the oral presentation.
	Summary Page			
1	Evidence of Online	Complete the online project sur	mmary form located on the "S	urveys" tab of the FCCLA
	Project Summary	Student Portal, and include sigr	ned proof of submission in the	portfolio.
	Submission			

SPECIFICA	TIONS BY LEVEL	LEVEL 1	LEVEL 2	LEVEL 3 and 4	
1	Evidence of Eligibility	Provide documentation of comp financial education in a Family at the FCCLA Financial Fitness nation	nd Consumer Sciences progra		
0 - 8	Content Divider Pages or Sections	Use 0 to 8 content divider/section tabbed, may contain a title, a second/or page numbers. They mus	ction name, graphic elements		
Up to 2 8 ½" x 11"	Event Volunteering		See requirements under Ev	ent Volunteering Experience	
pages or 3 slides	Experience			tion.	
	Event Proposal Introduction	Prepare written proposal introduction, providing a general event description, summary of the client needs and services the event planner will provide.	Prepare written proposal introduction (see Level 1) and include participant/team event experience. Only current information, educational level and experiences should be included. Format may be of participant's choice.	Prepare written proposal introduction (see Level 1) and include participant/team resume, including references listed (no letters of recommendation required). Only current information, educational level and experiences should be included. Format may be of participant's choice.	
	Event Goal, Objective(s) and Evaluation	Provide event goal and objective measurable, attainable, realistic, evaluation criteria to be used to	and timely. Include	Provide event goal and objective(s) that are specific, measurable, attainable, realistic, and timely. Include evaluation criteria to be used to determine event success. Include sample of evaluation tool.	
Up to 50 8 ½" x 11" pages or 60 slides	Event Dates and Background Research	Determine event date options.	Determine event date options and provide pertinent background research to support holding the event.	Determine event date options and provide pertinent background research to support holding event. Include information on any similar events or community data to support event.	
	Venue/Facility Space	Include selected facility maps or diagrams, inclement weather plans, parking restroom access, etc. to support venue choice.	Include two options for ven maps or diagrams, inclement restroom access, etc. to sup	nt weather plans, parking,	
	Event Personnel Chart	Include an organizational chart a successfully implement the even	and brief role description of personnel roles required to		
	Health and Public Safety	Describe the plans to address he event.		anagement during the	
	Planning and Implementation Timeline	Create a planning and implemen information must be included.	tation timeline using the prov	vided template. All	
	Target Attendees and Recruitment Strategy	Provide demographic informatio strategies. This may include, but income, education level, location	is not limited to, demographi	cs such as gender, age,	

### **Event Management Specifications (continued)**

SPECIFICATI	ONS BY LEVEL	LEVEL 1	LEVEL 2	LEVEL 3 and 4			
	Sponsor/	Identify potential	Identify potential sponsors,	Identify potential sponsors,			
	Advertiser/	sponsors, advertisers,	advertisers, and exhibitors,	advertisers, and exhibitors, provide			
	Exhibitor	and exhibitors	provide 1 recruitment sample	2 recruitment sample methods			
	Recruitment		method				
	Volunteer	Explain the role of	Explain the role of volunteers	Explain the role of volunteers in			
	Recruitment	volunteers in event	in event implementation,	event implementation, recruitment			
	Strategy	implementation and	recruitment methods,	methods, volunteer duty			
		recruitment methods.	volunteer duty descriptions	descriptions and time requirement			
Up to 50 8 ½" x			and time requirement	and training information			
11" pages or 60	Projected	Estimate attendance and	explain method of determining the	nat number.			
slides, continued	Attendance						
	Suppliers and		ers and vendors for items such as food and beverage, decor,				
	Vendors	•	itertainment, paid staff, clean up, etc.				
	Activity Schedule	Activity Schedule Provide a proposed schedule of activities for the event.					
	Event Marketing	Describe pre, during,	Describe pre, during, and post	Describe pre, during, and post event			
		and post event	event promotion. Include	promotion. Include logo design,			
		promotion. Include logo	logo design, poster design,	poster design, and 3 samples each			
		design, poster design,	and 2 samples each (pre,	(pre, during, post) of social media			
		and 1 sample each (pre,	during, post) of social media	posts.			
		during, post) of social	posts.				
		media posts.					
	Miscellaneous	· · · · · · · · · · · · · · · · · · ·	rtinent details specific to this eve				
	Projected Budget	Include projected	Include projected budget with	Include projected budget with three			
	and Options	budget including any	two pricing tiers (Option A	pricing tiers (Option A, B, or C to			
		required deposits and	and Option B) including any	reflect low, medium, or high costs)			
		costs associated with	required deposits and costs	including any required deposits and			
		travel, lodging, mileage,	associated with travel,	costs associated with travel,			
		food, etc. Format may	lodging, mileage, food, etc.	lodging, mileage, food, etc. Format			
		be of participant's	Format may be of	may be of participant's choice.			
		choice.	participant's choice.				

#### **Presentation to Clients (Oral Presentation)**

The oral presentation may be up to 15 minutes in length. The presentation is a time for participant(s) in the role of student event manager/management team, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-sided presentation. The *portfolio* will be used by the participant during the presentation. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.



<b>SPECIFICATIONS</b>	LEVEL 1	LEVEL 2	LEVEL 3		
Knowledge of Event Planning and Management	Demonstrate knowledge of planning, budgeting, and managing costs of an event.	Demonstrate knowledge of planning, budgeting, and managing costs of an event. Explain which national FCCLA program which could be used to implement project.	Demonstrate knowledge of planning, budgeting, and managing costs of an event. Explain which national FCCLA program which could be used to implement project. Identify FCS career pathway connections.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to event management project.	Describe the relationship of Family and Consumer Sciences coursework to event management project.  Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to event management project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.		
Organization/Delivery	ganization/Delivery Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.				

## **Event Management Specifications (continued)**

Use of <i>Portfolio</i>	Use portfolio to describe all phases of the proposal/project and to enhance the presentation.
Voice	Speak clearly with appropriate pitch, volume, and tempo.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and proper pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## **EVENT MANAGEMENT**

## **STAR Events Point Summary Form**

oter	State	Team #	Station #	Level			
	mation at top is correct. If a student nar w, write "No Show" across the top and r						
•	Before student presentation, the room consultants must check participants' <i>display</i> using the criteria and standards listed below and fill in the boxes.						
ask for evaluators	At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final scores ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related presentation together.						
	petition in the room, double check all sco der and turn in to the Lead Consultant.	ores, names, and team	numbers to ensure a	ccuracy. Sor			
5. Check with the Lea	d Consultant if there are any questions	egarding the evaluation	n process.				
ROOM CONSULTANT	СНЕСК			Po			
Registration Packet	Picked up by adviser or d	-					
0 or 3 points	No 0	Yes	3				
Event Online Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentatio time and signed by ad	<b>2</b> n provided at presentat viser	ion			
Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	0 Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable		1 official FCCLA binder 1 in viewable format to t	:he			
0 1 pot	format to the evaluators		aluators				
Portfolio Pages 0–3 points	O Portfolio exceeds the page limit	Portfolio contains no pages or 77 slides com • 1 project ID page c • 1 table of contents • 1 Planning Process • Project Summary S • Evidence of Eligibil • Up to 8 content div	s page or slide summary page or 2 slid Submission Proof ity	ed ding: des			
Punctuality	0		1				
0–1 point	Participant was late for presentation		on time for presentation				
EVALUATORS' SCORE		R	OOM CONSULTANT TO				
Evaluator 1			(10 points possi				
Evaluator 2		AVI	ERAGE EVALUATOR SCO				
Evaluator 3			(90 points possi				
Total Score	divided by number of evaluators  = AVERAGE EVALUATOR SCORE  Rounded only to the nearest hundredth (i.e. 80.00)		FINAL SCO و erage Evaluator Score و Room Consultant To	olus			

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)



### **EVENT MANAGEMENT**

## Rubric -Level 1

Name of Participant									
Chapter	State	Team #	Station #	Level					

PORTFOLIO							
PORTFOLIO	•	4	•	2		_	
Planning Process Summary Page 0-5 points	<b>0</b> Planning Process summary not	1 Inadequate steps in the Planning Process	2 All Planning Process steps are presented	<b>3</b> All Planning Process steps are	4 Evidence that the Planning Process was	5 The Planning Process is used to plan the project.	
	provided	are presented	but not summarized	summarized	utilized to plan project	Each step is fully explained	
Event Proposal Introduction 0-3 points	<b>0</b> Not included	Includes event descrip missing needs and sen		2 d event description, sum nt needs and event plann s		3 duction, general event nary of client needs and vices	
Event Goal, Objectives, and Evaluation 0-4 points	<b>0</b> Not included	1 Goal and objective(s) a not specific, measurab attainable, realistic, or timely; missing evaluat criteria	lle, limited, may no attainable, real	ot be specific, so istic, or measurabl realistic, o	ome are specific spec	4  Il and objective(s) are cific, measurable, inable, realistic, and ely; includes evaluation eria	
Event Dates and Background - Research 0-1 point	-	<b>0</b> Not included			1 Event date options are inc	cluded	
Venue/Facility Space 0-3 points	<b>0</b> Not included	Space identified but no information provided		<b>2</b> ce map or diagram provi other supporting informa	ition plans, parkin	<b>3</b> os, diagrams, weather g, and restroom access to support choice	
Event Personnel Chart 0-3 points	<b>0</b> Not included	1 Limited organizational control personnel or role descrip		<b>2</b> Organization chart with բ and role descriptions pro	personnel Detailed orga	3 anization chart with d role descriptions provided	
Health and Public Safety 0-3 points	<b>0</b> Not included	1 Limited health, publi	c safety or crisis	2  Health, public safety  management plans	and crisis Complete	health, public safety and lagement plans included	
Planning and Implementation Timeline 0-8 points	<b>0</b> Not included	1 2 Includes some required data, unrealistic, tasks a not well distributed among members or in timing	Includes most re re data, achievable, are distributed a team members b timing is not real	quired Includes all , tasks achievable, mong distributed out members in	required data, Detaile tasks are well data, a among team distrib	7 8 ed and includes all required achievable, tasks are well uted among team members ng	
Target Attendees and Recruitment Strategy 0-3 points	<b>0</b> Not included	1 Limited demographic inf recruitment strategies a	re provided su	2 emographic information ipports event goals. Recr rategies are realistic	uitment supports	3 demographic information event goals. Recruitment are realistic	
Sponsor/Advertiser /Exhibitor Recruitment Strategy 0-2 points	<b>0</b> Not included	A limited number of spo exhibitors are provided	1 nsors, advertisers and	Potential sponso support event g	2 ors, advertisers and exhibit pals	ors are provided and	
Volunteer Recruitment Strategy 0-3 points	<b>0</b> Not included	1 A listing of volunteers is	VC	2 sting of roles, estimated plunteers, and recruitment povided	nt methods number o recruitme	3 isting of roles, estimated f volunteers, and ent methods provided	
Projected Attendance 0 – 2 points	<b>0</b> Not included	Estimated attendance p	<b>1</b> rovided	Estimated atten	<b>2</b> dance and method of dete	ermining number provided	
Suppliers and Vendors 0 – 2 points	<b>0</b> Not included	Limited listing provided	1	Detailed listing	<b>2</b> provided for goods and se	ervices	
Event Activity Schedule 0-2 points	<b>0</b> Not included	Proposed schedule of ac	1 ctivities provided	Detailed propo	<b>2</b> sed schedule of activities p	provided	

### Event Management Level 1 Rubric (continued)

Event Marketing 0-3 points	<b>0</b> Not included	Did not include pre, o	during and nost	<b>2</b> imited description of event	Described no	<b>3</b> e, during, and post event	
o-3 points	Not iliciaded	event promotion plan		promotion or did not docume	•	Oocumented logo design,	
		provide samples as re		each sample as required		n, and 1 sample each (pre,	
		p	- 1			of social media posts	
Projected Budget	0	1	2	3 4		5 6	
and Options	Not included	Budget but lacks deta	ail, missing costs E	Budget is limited in detail, inc		ng of projected budget	
0-6 points		for significant items,	or is unrealistic s	ome but not all costs	including any	required deposits and costs	
		for event			<del></del>		
Appearance	<b>0</b> Portfolio is illegible	1	may contain [	2 Nortfalia is neet legible, and	Noat logible	3	
0-3 points	and unorganized	Portfolio is neat, but grammatical or spelli	•	Portfolio is neat, legible, and professional, with correct		, professional, correct d spelling used with effective	
	and unorganized	organized poorly	-	rammar and spelling		of information	
ORAL PRESENTAT	ION	organized poorty	ξ.	rammar and spennig	organization	or information	
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is	Presentation	Presentation covers		Presentation covers	Presentation covers all	
0 – 10 points	not done or	covers some topic	all topic elements	complete	information	relevant information with	
	presented briefly	elements	but with minimal	information but	completely but does	a seamless and logical	
	and does not		information	does not explain the	not flow well	delivery	
	cover components			project well			
	of the project						
Knowledge of Event	0	1	2	3	4	5	
Planning and	Little or no	Minimal evidence	Some evidence of	Knowledge of	Knowledge of	Knowledge of planning,	
Management	evidence of	of knowledge	knowledge	planning, budgeting	planning, budgeting	budgeting and managing	
0-5 points	knowledge			and managing costs	and managing costs	costs is evident and	
				is evident but not effectively used in	is evident and shared at times in	incorporated throughout the presentation	
				presentation	the presentation	the presentation	
Relationship of	0		1	presentation	2	3	
Family and	No evidence of relat	ionship Min	imal evidence of ever	nt Knowleds	ge of event	Knowledge of event	
Consumer Sciences	between event man	•	nagement and FCS cou	,	•	management and FCS	
Coursework and Standards	project and FCS		tionship	_	hip to FCS is good	relationship is evident	
0-3 points							
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally durin	incorporated	effectively	seamlessly between	
		speaking time	presentation	throughout	throughout	oral presentation	
				presentation	presentation	and portfolio	
Voice – pitch,		0	Material Photograph	1	Material Photo	2	
tempo, volume	Voice qualities not u	sed effectively	Voice quality is good	, but could improve	Voice quality is	s outstanding and pleasing	
0-2 points  Body Language/		0		1		2	
Clothing Choice	Uses inappropriate g	•	Gestures	, posture, mannerisms, eye	Gestures no	sture, mannerisms, eye	
0-2 points		eye contact/inappropria		and clothing are appropriate	•	clothing enhance presentation	
Grammar/Word	<u> </u>	0		1		2	
Usage/	Extensive (more than	n 3) grammatical and	Few (1-3)	grammatical and pronuncia	ation errors Present	ation has no grammatical or	
Pronunciation	pronunciation errors	i			pronun	ciation errors	
0-2 points							
Responses to	0	1	2	<b>3</b>	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to a		Gave appropria	•	
Questions	evaluators'	some questions	questions but	adequately to all	responses to evaluators'	questions were appropriate and given	
0-5 points	questions		without ease or accuracy	r questions	questions	without hesitation	
			accuracy		чисэнонэ	Without hesitation	
Evaluator's Comr	ments – include two	things done well					
and two opportu	unities for improven	nent:				TOTAL	
••	•					(90 points possible)	
						` ' ' ' <u>-</u>	
						Evaluator #	
						Evaluation Initial _	
						Room Consultant Initial	



## **EVENT MANAGEMENT**

## Rubric -Level 2

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO							
CCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process is	
Summary Page	summary not	the Planning Process	steps are presented	steps are summarized	Planning Process	used to plan the project.	
0–5 points	provided	are presented	but not summarized	steps are summanzed	was utilized to	Each step is fully explained	
·	provided	are presenteu	but not summarized		plan project	Each step is rully explained	
Event Velunteering	0	1	2	3	pian project	5	
Event Volunteering	•	=	<del>-</del>	-	4	-	
Experience 0-5 points	Not included	Missing information for	Missing	Limited information	Information provided		
0-3 points		volunteering experience.	information for	provided for	for volunteering	provided for	
		Not all participants	volunteering	volunteering	experience. 1-2	volunteering	
		volunteered at an event	experience.	experience.	photos	experience. 1-2 photos	
Event Proposal	0	1		2		3	
Introduction 0-3 points	Not included	Includes event description	but Limited e	vent description, summary	Well-written introd	luction, general event	
0-5 points		missing needs, services, or	team of client r	needs, event planner	description, summ	ary of client needs, event	
		experience	services,	and team experience	planner services, a	nd team experience	
Event Goal,	0	1	2	3		4	
Objectives, and	Not included	Goal and objective(s) are	Goal and objectiv	e(s) are Goal and objec	tive(s) are Goal	and objective(s) are	
Evaluation		not specific, measurable,	limited, may not l			ific, measurable,	
0-4 points		attainable, realistic, or	attainable, realist		•	nable, realistic, and	
		timely; missing evaluation	timely; includes	realistic, or tim	•	ly; includes evaluation	
		criteria	evaluation criteria	•	• •		
Event Dates and	-	Criteria 0	evaluation triteri	a evaluation crite	eria crite 1	i i a	
Background -		•		Count date collect	=		
Research		Not included		Event date options are	•	research to support event	
0-1 point					is provided		
Venue/Facility	0	1		2		3	
Space	Not included	One facility space identi	fied or two Tw	o facility options and maps	or Includes ty	vo facility options and	
0-3 points		identified but no maps of		grams provided, but no oth		rams, weather plans,	
		information provided		porting information	1 / 0	nd restroom access	
		information provided	301	porting information		n to support choices	
Event Personnel			1		111101111111111	ii to support choices	
Chart	0		=				
0-2 points	Not included	Limited organizational c	nart with personnel or	•	nization chart with pe	rsonnel and role	
<u> </u>		descriptions provided		descriptions	provided		
Health and Public	0		1		2		
Safety 0-2 points	Not included	Limited health, public sa	fety or crisis managen		alth, public safety and	crisis management plans	
0 2 points		included		included			
Planning and	0	1 2	3 4	5 6		7 8	
Implementation	Not included	Includes some	Includes most	Includes all required da	ta, Detaile	d and includes all required	
Timeline		required data,	required data,	achievable, tasks are w	ell data, a	chievable, tasks are well	
0-8 points		unrealistic, tasks are	achievable, tasks are	distributed among tear	•	ted among team members	
•		not well distributed	distributed among	in in timing	in timin	•	
		among members or	team members but	- '0		~	
		in timing	timing is not realistic				
Target Attendees	0	1	is not realistic	2		3	
•			formation Dans	ographic information gene	rally Datatle 4 4		
and Recruitment	Not included	Limited demographic in		• .	•	emographic information	
Strategy		and recruitment strateg		orts event goals. Recruitm		vent goals. Recruitment	
0-3 points		provided		egies are realistic	strategies	are realistic	
Sponsor/Advertiser	0		1		2		
/Exhibitor	Not included	A limited number of spo			sponsors, advertisers a		
Recruitment		provided, no sample pro	vided	provided	and support event goa	ls. 1 recruitment method	
Strategy				sample pi	rovided		
0-2 points							
Volunteer	0	1		2		3	
Recruitment	Not included	A listing of volunteers is	provided but Listin	ng of roles, estimated numl	per of Detailed lis	sting of roles, estimated	
Strategy		missing information as r	•	nteers, recruitment metho		volunteers, recruitment	
0-3 points			•	es and time requirements p	•	duties, and time	
o o pomo			auti	so and time requirements p	requireme		
Draiastad	_	•			1 requireme	ii.	
Projected		0			=		
Allandana:							i .
Attendance O or 1 point	Not included		ı	Estimated attendance and r	nethod of determining	number provided	

## Event Management Level 2 Rubric (continued)

Suppliers and Vendors 0 or 1 point	Not included	0		Detailed listing provi	1 ided for goods and servi	ces	
event Activity Schedule O or 1 point	Not included	0		Detailed proposed so	1 chedule of activities pro	vided	
Event Marketing 0-3 points	Not included  Did not include pre, during, and post event promotion plans or did not provide samples as required		ns or did not p	promotion or did not document 2 promotion of each sample as required poster detections.		d pre, during, and post event on. Documented logo design, esign, and 2 samples each (pre, ost) of social media posts	
Projected Budget and Options 0-6 points	<b>0</b> Not included	Budget but lacks deta pricing options, missi	ng costs for	3 4 Budget is limited in deta includes 2 pricing option	il, Detailed listing	5 6 g of projected budget with 2 s, including any required	
Appearance 0-3 points	O Portfolio is illegible and unorganized	significant items, or is  1  Portfolio is neat, but igrammatical or spelliu organized poorly	may contain P	not all costs  2 ortfolio is neat, legible, and rofessional, with correct rammar and spelling		<b>3</b> professional, correct spelling used with effective	
ORAL PRESENTAT	ION	organized poorry	8	and spening	0.80	. morniación	
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information		Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Event Planning and Management 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	3 Knowledge of planning, budgeting and managing costs is evident but not effectively used in presentation	4 Knowledge of planning, budgeting and managing costs is evident and shared at times in the presentation	5 Knowledge of planning, budgeting and managing costs is evident and incorporated throughout the presentation. National program identified	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between business and FCS		1 ence of business id FCS coursework	X Knowledge of business an relationship to FCS is good national program identifie	d, relationshi	3 e of business and FCS p is evident, national program and both explained well	
Use of Portfolio during Presentation 0-5 points	<b>0</b> Portfolio not used during presentation	1 Portfolio used to limit amount of speaking time	2 Portfolio used minimally durin presentation	Portfolio g incorporated throughout presentation	Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use effectively	ed Voice o	<b>1</b> quality is adequate	Voice quality is goo improve	od, but could Voic	3 e quality is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism contact/inappropriate	ns, avoids eye and e	1 ires, posture, manneri ye contact is inconsist ng is appropriate	sms Gestures, posture,	mannerisms, Gest lothing are eye	3 tures, posture, mannerisms, contact, and clothing ance presentation	
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pronerrors		(3-5) grammatical and nciation errors			entation has no grammatical ronunciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but with ease or accuracy		4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
	nents – include two ti Inities for improveme	-				TOTAL (90 points possible)	
					1	Evaluator # Evaluation Initial Room Consultant Initial	



### **EVENT MANAGEMENT**

## Rubric -Level 3 and 4

Name of Participant				
Chapter	State	Team #	Station #	Level

CCLA	0	1	2	3	4	5
Planning Process	Planning Process	s Inadequate steps in	All Planning Process	All Planning	Evidence that the	The Planning Process is
Summary Page	summary not	the Planning Process	steps are presented	Process steps	Planning Process was	used to plan the project.
0–5 points	provided	are presented	but not summarized	are summarized	utilized to plan project	
Event Volunteering	0	1	2	3	4	5
Experience	Not included	Missing information for	Missing information	Limited information	Information provide	ed Detailed information
0-5 points	Not included	volunteering experience.	for volunteering	provided for	for volunteering	provided for
p		Not all participants	•	•	•	•
			experience.	volunteering	experience. 1-2	volunteering
Frank Duamanal		volunteered at an event		experience.	photos	experience. 1-2 photos
Event Proposal Introduction	0	1		2		3
0-3 points	Not included	Includes event descriptio		ent description, summa	,	oduction, general event
p		missing needs, services, o		eeds, event planner	• •	mary of client needs, event
		resumes	services, a	nd team resumes	planner services,	and resumes
Event Goal,	0	1	2		3	4
Objectives, and	Not included	Goal and objective(s) are	Goal and objective(	s) are Goal and obje	ctive(s) are Go	al and objective(s) are
Evaluation		not specific, measurable,	limited, may not be	specific, some	are spe	ecific, measurable,
0-4 points		attainable, realistic, or	attainable, realistic,		•	ainable, realistic, and
		timely; missing evaluation	timely; includes	realistic, or tin	•	ely; includes evaluation
		criteria or sample tool	evaluation criteria a	•	**	teria and sample tool
		oncome or sumple tool	sample tool	tool	and sample th	3 50 р.с. 1001
Event Dates and		0	Jumpic tool	1001	1	
Background -	Not included	U		Evant data antions ==	_	research to support event
Research	NOT HICITION			•	U	
0-1 point				is provided. Commun	ity data included to sup	port event
Venue/Facility	0	1		2		3
Space	Not included	One facility space ident	rified or two Two fa	cility options and maps	Includes two facility	options and maps,
0-3 points		identified but no maps		rams provided, but no	•	lans, parking, and restroom
		information provided		upporting information	access information t	
Event Personnel	0		1	11 0	2	1.0
Chart	Not included	Limited organizational	chart with personnel or	role Detailed orga	nization chart with non	sonnel and role descriptions
0-2 points	NOT ITICIALED	descriptions provided	chart with personnel Of	provided	mzation chart with per	some and role descriptions
Health and Public	0	uescriptions provided	1	provided	2	
Safety		a construction of the second	_		_	
0-2 points	Not include		afety or crisis managem	•	iith, public safety and c	risis management plans
		plans included		included		
Planning and	0	1 2	3 4		5 6	7 8
Implementation	Not included	Includes some required	Includes most required	•	'	etailed and includes all
Timeline		data, unrealistic, tasks are	achievable, tasks are di		•	quired data, achievable, tasks
0-8 points		not well distributed among	among team members	but distribute	ed among team ar	e well distributed among
		members or in timing	timing is not realistic	members	in in timing te	am members in timing
Target Attendees	0	1		2		3
and Recruitment	Not included	Limited demographic in	nformation Dem	ographic information ge	nerally Detailed	demographic information
Strategy		and recruitment strate		orts event goals. Recruit	•	event goals. Recruitment
0-3 points		provided		egies are realistic		s are realistic
Sponsor/Advertiser	0	F	1	.0 .7	2	
/Exhibitor	Not included	A limited number of co	onsors, advertisers and	Dotontial on		exhibitors are provided and
	NOT IIICIUUEU	•	•		•	method sample provided
Recruitment		exhibitors are provided	, 1 sample provided	Support eve	in godis. Z recruitifient	metrioù sample provided
Strategy						
0-2 points						
Volunteer	0	1		2		3
Recruitment	Not included	A listing of volunteers		f roles, number of volun	•	ing of roles, number of
Strategy		but missing inforr	nation as recruitm	ent methods, duties, tir	ne volunteers,	recruitment methods,
0-3 points		required	requiren	nents and training	duties, time	requirements and training
Projected		0			1	
Attendance	Not included			Estimated attendan	ce and method of deter	mining number provided
0 or 1 point						0
•		0			1	
Suppliers and	Not included	U		Dotailed listing are		vicos
Vendors	Not included			Detailed listing pro	vided for goods and ser	vice2
0 or 1 point						

# Event Management Level 3 and 4 Rubric (continued)

event Activity	Not included	0		Detailed proposed schedule	of activities provided		
or 1 point	NOT IIICIUUEU			peranen brobosed schedule	or activities provided		
vent Marketing	0	1		2		3	
-3 points	Not included Die	d not include pre, di	uring, and Limited	d description of event	Described pre, during,	and post event promotion.	
	po	st event promotion	plans or did promo	tion or did not document	Documented logo design	gn, poster design, and 3	
	no	t provide samples a	s required 3 of ea	ch sample as required	samples each (pre, dur	ing, post) of social media posts	
rojected Budget	0	•	1 2	3 4		5 6	
nd Options	Not included	Rudget hut lacks	detail, does not provide		notali halictan	ting of projected budget with 3	
•	Not included	-	-	-	•		
)-6 points		pricing options, i	•	includes 3 pricing opti		ons, including any required	
		significant items,	, or is unrealistic for eve		deposits an		
Appearance	0		1	2		3	
)-3 points	Portfolio is illegible	Portfolio is neat,	but may contain	Portfolio is neat, legible, ar	nd Neat, legibl	e, professional, correct	
	and unorganized	grammatical or s	pelling errors and is	professional, with correct	grammar ar	nd spelling used with effective	
	0.	organized poorly		grammar and spelling		n of information	
•		organized poorry		Branniar and spennig	organization		
DRAL PRESENTAT	ION						
Dunanination /	•	1 2	2 4	F (	7 0	0 10	
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not	Presentation	Presentation cove	ers Presentation gives	Presentation covers	Presentation covers all	
) – 10 points	done or presented	covers some topi	c all topic elements	complete	information	relevant information with	
	briefly and does	elements	but with minimal	information but	completely but does	s a seamless and logical	
	not cover		information	does not explain the	not flow well	delivery	
	components of			project well		,	
				project well			
to a deduce to the state of	the project						
Knowledge of Event	0	1	2	3	4	5	
Planning and	Little or no	Minimal evidence	e Some evidence o	Knowledge of	Knowledge of	Knowledge of planning,	
Management	evidence of	of knowledge	knowledge	planning, budgeting	planning, budgeting	budgeting and managing	
0-5 points	knowledge			and managing costs	and managing costs	costs is evident and	
'	Ü			is evident but not	is evident and	incorporated throughout	
				effectively used in	shared at times in	the presentation. National	
				•		•	
				presentation	the presentation.	program and career	
				r		, •	
				,	National program	pathway identified	
				p	•	, •	
Relationship of	0		1	2	National program	, •	
Relationship of Family and		Minimal evide		2	National program identified	pathway identified  3	
	No evidence of		ence of business	.  Z  Knowledge of business and r	National program identified  relationship Knowled	pathway identified  3 dge of business and FCS	
Family and .	No evidence of relationship betwee	n knowledge an	ence of business d FCS coursework	.  Z  Knowledge of business and r  to FCS is good, national prog	National program identified  relationship Knowled tram relations	pathway identified  3 dge of business and FCS ship is evident, national	
Family and Consumer Sciences Coursework and	No evidence of		ence of business d FCS coursework	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw	National program identified  relationship Knowled tram relations	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained	
Family and Consumer Sciences Coursework and Standards	No evidence of relationship betwee	n knowledge an	ence of business d FCS coursework	.  Z  Knowledge of business and r  to FCS is good, national prog	National program identified  relationship Knowled tram relations	pathway identified  3 dge of business and FCS ship is evident, national	
Family and Consumer Sciences Coursework and Standards O-3 points	No evidence of relationship betwee business and FCS	n knowledge an relationship	ence of business d FCS coursework	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw identified	National program identified  relationship Knowled fram relations ay program well. FC	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained S career pathways identified	
Family and Consumer Sciences Coursework and Standards 0-3 points Use of Portfolio	No evidence of relationship betwee business and FCS	knowledge an relationship	ence of business d FCS coursework	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw identified	National program identified  relationship Knowled rram relations program well. FC:  4	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained S career pathways identified  5	
amily and Consumer Sciences Coursework and Istandards 0-3 points Use of Portfolio during Presentation	No evidence of relationship betwee business and FCS  O Portfolio not used	knowledge an relationship  1 Portfolio used	ence of business d FCS coursework  2 to Portfolio use	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw identified  3 d Portfolio	National program identified  relationship Knowled fram relations ay program well. FC:  4  Portfolio used	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained S career pathways identified  5 Presentation moves	
Consumer Sciences Coursework and Standards 3-3 points Use of Portfolio during Presentation	No evidence of relationship betwee business and FCS	knowledge an relationship  1 Portfolio used	ence of business d FCS coursework  2 to Portfolio use	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw identified  3 d Portfolio ring incorporated	National program identified  relationship relations ay program well. FC:  4  Portfolio used effectively	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained S career pathways identified  5	
Consumer Sciences Coursework and Standards 3-3 points Use of Portfolio during Presentation	No evidence of relationship betwee business and FCS  O Portfolio not used	knowledge an relationship  1 Portfolio used	ence of business d FCS coursework  2 to Portfolio use	Z Knowledge of business and r to FCS is good, national prog identified. FCS career pathw identified  3 d Portfolio	National program identified  relationship Knowled fram relations ay program well. FC:  4  Portfolio used	pathway identified  3 dge of business and FCS ship is evident, national n identified, and both explained S career pathways identified  5 Presentation moves	
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### **EVENT VOLUNTEERING EXPERIENCE SUMMARY FORM**

**Required for Level 2, 3 and 4.** Complete this form and include it in your portfolio, along with 1-2 photos of the event documenting your participation. Volunteer at a community event in which at least 50 people attend, and which requires a minimum of 2 hours of volunteering service per team member. The event does not need to be related to the planned project.

Event Name	
<b>Event Location</b>	
Event Organizer/Manager	
What is the event goal?	
What is/are the event objective(s)?	
How is the success of the event measured?	
measurea.	
How many volunteers are	
involved, and what are their roles?	
How was the event promoted or advertised?	
What kinds of choices and decisions did the event	
organizers make?	
What were the challenges	
associated with this event? How were they handled by the	
event organizer/manager?	
What recommendations would	
you have to improve this	
event?	



### **EVENT MANAGEMENT PROJECT PLANNING AND IMPLEMENTATION TIMELINE TEMPLATE**

Use this template (files provided in the FCCLA Adviser Portal and Student Portal) to document project planning and implementation data. The event must be planned for an educational institution, community or non-profit organization, business, or government institution. Level 1 and 2 projects do not have to be implemented, but must be planned to take place between July 1, 2021 and June 30, 2022. Level 3 and 4 projects must be completed prior to the National Leadership Conference.

Team Me	mber Nam	ie(s):					
Date of P	roposed Ev	vent:					
Start Date	Due Date	Date Completed	Activity	Task(s) Required to Complete Activity	Person Responsible	Resources Needed	Comments (include risks or variables which may impact completion)
11/1/20	12/1/20	11/15/21	Reserve the Fine Arts Center for Fashion Show fundraiser	Email the facilities manager and complete the required forms	Antonio	Contact info Completed forms	Date availability Deposit funds availability



## Fashion Construction



Fashion Construction is an *individual event* that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a *display* using samples of their skills. Using new materials, participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult. Garment/ensemble must include at least eight fashion construction techniques. Display finished product along with appropriate accessories. Participants must prepare a *display*, sample garment, file folder, and an **oral presentation**.

B-Sew Inn is the official sponsor of the Fashion Construction event.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

 Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- All visuals and props must be within the display
   (handouts, samples, etc.) and may be used as inhand visuals during the oral presentation, but must be returned within display dimensions when finished.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	IFORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1	Display, Sample Garment, Oral Presentation, Skill Area Selection Chart	Table/ Freestanding Space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes	1-min. warning at 4 min.; stopped at 5 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **FASHION CONSTRUCTION**

### **Procedures and Time Requirements for Competition**

Each entry will submit a file folder with the required documents to the event room consultant at the designated participation time.					
5 minutes	Participants will have 5 minutes to set up their <i>display</i> . Other persons may not assist.				
10 minutes	Evaluators and room consultants will have up to 10 minutes to inspect the garment or ensemble for the skill areas				
10 minutes	indicated by the participant.				
	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes.				
5 minutes	Participants will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute				
	playing time during the presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.				

## **Specifications**

### **Display**

A display should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Participants using a tabletop display are allowed a standing mannequin in addition to their table space, however, all other information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Participants using a freestanding display may use a standing mannequin or dress form within the dimensions of the freestanding space. Scrapbooks, flip charts, portfolios, and photo albums are not allowed. Each display must include the items as listed below:

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Contents of <i>Display</i>	The display must contain coordinates to complement the garment/ensemble/accessory, a fabric profile, cost itemization, and photo storyboard.
	<b>Fabric Profile:</b> A fabric profile should be prepared front side only on paper up to but not larger than 11" x 17" and displayed. The fabric profile will contain a fabric swatch or swatches of each fabric used to make the project and all available information about <i>fiber content</i> and fabric type— construction, finishes, properties, performance, and care.
	Cost itemization: A detailed cost itemization should be prepared front side only on 8 ½" x 11" paper and displayed. The cost itemization will show a list of all supplies/notions used to make the product with quantities, unit costs, and total costs.
	<b>Photo Storyboard:</b> A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed.
	<b>Coordinates:</b> Other garments/accessories that complement the project garment/ensemble or accessory should be arranged attractively in the <i>display</i> (may be placed on <i>mannequin</i> , if used).
	Note: The display may not contain a live model. The participant may not model the garment/accessory during the presentation.

## Fashion Construction Specifications (continued)

#### File Folder

Participants will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with the name of event, event level, participant's name, and state.

Time Log	A log of time invested in designing and making the garment/accessory should be prepared front side only on 8 $\%$ " x 11" paper. Total hours should be shown.
Skill Area Selection Chart	Completed copy of the Skill Area Selection Chart with eight (8) skills represented in the project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission.

#### **Oral Presentation**

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Construction	Demonstrate knowledge of concepts related to the selected skill areas.
Use of Visuals and Display	Design original, appealing visuals and display. Use these effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

#### **Construction Skills**

Participants are to select a project that showcases their construction skills.

Construction	The construction should exhibit effective form and function.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Fashion Construction Skill Area	Products will be evaluated on their choice of eight of the fashion construction skill areas.

Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.





### **FASHION CONSTRUCTION**

## STAR Events Point Summary Form

Name of Participant								
Chapter		State	Team #	Station # I	_evel			
				pating, cross their name(s) off. forms. Do <b>NOT</b> change team or				
2. Before student presentation, the room consultants must check participants' <i>display</i> using the criteria and standards listed below and fill in the boxes.								
	verification. Place this form in			tion below. Calculate the final ubrics and staple all items rela				
results by team ord	etition in the room, double che er and turn in to the Lead Cons d Consultant if there are any qu	sultant.		team numbers to ensure accurate accurat	эсу. Sort			
ROOM CONSULTANT	CHECK				Points			
Registration Packet 0 or 3 points		dviser or de	signated adult dur Ye	ing scheduled time es <b>3</b>	romus			
Event Online Orientation Documentation 0 or 2 points		Official documentation not provided at presentation time or signed by  Official documentation provided at presentation time and signed by adviser		ntation provided at presentation				
Display Set-Up 0-1 point	Participants did not set up th display within allotted time p		Participants set	1 up display during allotted time				
<b>Display Dimensions</b> 0–1 point	Does not fit with the approprious dimensions/objects not return within display after presenta	rned	The display fits/o	1 objects returned within display on				
File Folder 0–2 points	No file folder presented.	File Fold with ind labeling materia (less that content	Tabeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content  Tabeling/insufficient evaluators material  Evidence of Online Project Summary Submission  Time Log  Skill Area Chart					
Punctuality 0-1 point	0 Participant was late for presentation Participant was on time for presentation							
EVALUATORS' SCORES								
Evaluator 1					1			
Evaluator 2	Initials AVERAGE EVALUATOR SCORE							
Evaluator 3				<u> </u>				
Total Score			FINAL SCORE					
	= AVERAGE EVALUATOR SCO	(Average Evaluator Score plus	1					

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

**RATING ACHIEVED** (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Room Consultant Total) \_ \_ · \_ \_



## **FASHION CONSTRUCTION**

## Rubric

Name of Participa	ant								
Chapter				Stat	e Team	#	Station	#	Level
DIODI AV									
DISPLAY				_	_				Points
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps the Planning Process are presented		presented	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	used to p Each step	5 ing Process is lan the project. is fully explained; than 1 page	
Project ID Page		0				1			
0 or 1 point	Proje	ect ID page is missing	g or incomplete		Project ID p	page is present and	completed o	orrectly	
Fabric Profile  - Swatch and Size 0-1 point	No fabric swatch p	rovided or profile o	n paper larger th	an 11" x 17"	Fabric swatch provide	ed and profile is on	paper not la	ger than 11" x 17'	,
Fabric Profile – Fiber Content/Fabric Type	No informati	on or incorrect	Incomple	1 ete informatio	n provided or partial	Correct informat	<b>2</b> ion including	construction,	
0-2 points	informati	on provided		error in info		finishes, propert	ies, performa	ance, and care	
Cost Itemization Accuracy 0–3 points	No cost information	i	1 Many omissions itemization and ecalculations		Most items shown and two errors in calculation	•	Completely thorough	<b>3</b> v accurate and	
Photo Storyboard	0		1		2			3	
0–3 points	No storyboard pro		Limited photogra confusing arrang	•	Adequate photograph clear and logical forma	•		e number of ns, arranged well rry	
Selection of Coordinates/ Accessories 0–3 points	No coordinates or used		1 Accessories detra display	act from	2 Somewhat compleme	ntary	Well chose compleme		
Display Appearance	0	1		2	3	4		5	
0-5 points	Display not used	Display has many does not show evi of originality and i aesthetically pleas	dence mini s not appe	lay has mal visual eal and s originality	Display needs some improvement in content and design	Display has good color, and design		Display is creative, appropriate, and of high quality	t
FILE FOLDER an	d ORAL PRESE	NTATION							
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation cove some topic eleme	ers Prese ents cove elem with	3 4 entation rs all topic ents but minimal mation	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation cover information comp does not flow well	ers eletely but	9 10 Presentation covers all relevant information with a seamless and logical delivery	t
Knowledge of Construction 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence knowledge		<b>2</b> e evidence owledge	Knowledge of fashion construction is evident but not effectively used in presentation	Knowledge of fast construction is ev shared at times in presentation	ident and	5 Knowledge of fashion construct is evident and incorporated throughout the presentation	ion
Use of Display during Presentation 0-5 points	<b>0</b> Display not used during presentation	1 Display used to I amount of speak time	king mini durir	<b>2</b> lay used mally ng entation	3 Display incorporated throughout presentation	4 Display used effe throughout pres		Fresentation moves seamlessly between oral presentation and display	d
Voice – pitch, tempo, volume 0-3 points	Voice qualities not effectively	used	1 Voice quality is a	dequate	Voice quality is good, I	out could	Voice quali	<b>3</b> ty is outstanding	

# Fashion Construction Rubric (continued)

**Points** 

Body Language/ Clothing Choice 0-3 points	posture or mannerism	oosture or mannerisms, avoids and eye contact is inconsistent/ eye contact/inappropriate clothing is appropriate		2 Gestures, posture, mar eye contact, and clothi appropriate		
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronterrors	,	1 3-5) grammatical and ciation errors	Few (1-2) grammatical pronunciation errors	and Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appropriate Responses to responses to questions were evaluators' appropriate and questions given without hesitation	
Effectiveness of Product Construction 0-3 points	0 Both form and function improvement	n need Satisfac not bot	1 ctory form or function, but th	2 Good form and function	on Outstanding form and function	
Overall Quality of Workmanship 0–3 points	<b>0</b> Low quality, not marke	etable Margin	1 al quality of workmanship	<b>2</b> Fair quality, somewhat marketable	3 t Very good quality, marketable	
Creativity, Imagination, and Innovation 0–3 points	No evidence	Little e	1 vidence	Some evidence	3 Highly creative, innovative	
Selected Skill Areas 0-24 points		·	e <i>Fashion Construction Skill I</i> I points earned for 8 selecte		9	

Evaluator's Comments – include two things done well and two opportunities for improvement:	TOTAL (90 points possible)
	Evaluator #
	Evaluator Initial
	Room Consultant Initial



## **FASHION CONSTRUCTION**

## Skill Area Rubric

Name	of Participant					
Chapt	er	State	Team #	Sta	tion # Leve	el
comm	<b>JCTIONS:</b> Circle the appropriate rating for each of the eight selected ents on the page to help participants understand their ratings in the Selected Skill Area "Points" column on the Fashion Construction.	n terms of stre	_			-
EVA	LUATION CRITERIA					Points
Possib	e Points: 0–24	NOT DONE	LOW QUALITY	QUALITY	EXCELLENT QUALITY	
	Sheer fabric or lace overlay	0	1	2	3	
	Napped fabric or one-way print	0	1	2	3	
	Darts, tucks, and/or pleats	0	1	2	3	
	Gathering, ruffles, shirring, ruching	0	1	2	3	
	Seam finish—stitched & pinked, bound, or serged	0	1	2	3	
	French, flat-felled, lapped, or slot seam	0	1	2	3	
	Shaped seams—princess or eased	0	1	2	3	
	Graded, trimmed, clipped, and/or notched seams	0	1	2	3	
	Set-in, raglan, or kimono sleeves	0	1	2	3	
	Shoulder or spaghetti straps	0	1	2	3	
	Zipper—centered, lapped, invisible, or separating fly front	0	1	2	3	
	Buttons—shank, sew-through, or covered	0	1	2	3	
	Buttonholes—hand or machine, bound, or loops	0	1	2	3	
	Collar, placket, tabs, or epaulets	0	1	2	3	
	Waistband or sleeve band	0	1	2	3	
	Pockets—patch, inseam, front hip, or welt	0	1	2	3	
	Facings—neckline, armhole, or hemline	0	1	2	3	
	Boning	0	1	2	3	
	Lining	0	1	2	3	
	Closures – grommets, hooks, eyes, snaps	0	1	2	3	
	Hand stitching other than hemming	0	1	2	3	
	Blind-stitched or rolled hem	0	1	2	3	
	Embellishments—applique, felting, smocking, piping, beading, or trims	0	1	2	3	
	3-D, Laser Printing	0	1	2	3	
	Fiber optics, electronics/technology	0	1	2	3	
	Peversible design	0	1	2	2	

**Evaluator's Comments:** 

Knit fabrics

TOTAL SCORE FOR SKILL AREA

2

3

0



### **FASHION CONSTRUCTION**

### Skill Area Selection Chart

Name of Participant(s)				
Chapter	State	Team #	Station #	Level

INSTRUCTIONS: Each participant's project must represent at least 8 of the skills listed below. At participation time each participant will turn in 3 copies of this page with the 8 skills represented in the project checked. In the event that more than 8 skills are represented in a project, participants should check the eight that best reflect the quality and difficulty of work accomplished. If participants check more than eight skills, the first eight on the list only will be evaluated. If this form is not completed and turned in at the designated participation time, evaluators will be unable to complete the Skill Area Rubric, resulting in "0" points awarded.

Include in yo	FASHION CONSTRUCTION our garment/ensemble a minimum of eight fashion construction skills from those listed below
	Sheer fabric or lace overlay
	Napped fabric or one-way print
	Darts, tucks, and/or pleats
	Gathering, ruffles, shirring, ruching
	Seam finish—stitched & pinked, bound, or serged
	French, flat-felled, lapped, or slot seam
	Shaped seams—princess or eased
	Graded, trimmed, clipped, and/or notched seams
	Set-in, raglan, or kimono sleeves
	Shoulder or spaghetti straps
	Zipper—centered, lapped, invisible, or separating fly front
	Buttons—shank, sew-through, or covered
	Buttonholes—hand or machine, bound, or loops
	Collar, placket, tabs, or epaulets
	Waistband or sleeve band
	Pockets—patch, inseam, front hip, or welt
	Facings—neckline, armhole, or hemline
	Boning
	Lining
	Closures – grommets, hooks, eyes, snaps
	Hand stitching other than hemming
	Blind-stitched or rolled hem
	Embellishments—applique, felting, smocking, piping, beading, or trims
	3-D, Laser Printing
	Fiber optics, electronics/technology
	Reversible design
	Knit fabrics





Fashion Design, an individual or team event, recognizes participants who apply fashion design skills learned in Family and Consumer Sciences courses to design and market clothing styles. Participants will develop a clothing label, research the intended audience, design the label's first 4-piece collection, and construct one collection sample using an original flat pattern designed by the participant. Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice, and pricing. For competition, participants must prepare a portfolio, sample garment, and an oral presentation.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

Lingerie and swimsuits are not allowed.
Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited. Designs must be for adults or children.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway.



- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competition.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Sample Garment, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	15 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	40 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **FASHION DESIGN**

### **Procedures and Time Requirements for Competition**

Each entry wi	Il submit a portfolio to the event room consultant at the designated participation time.		
5 minutes	Participants will have 5 minutes to set up for the event. Other persons may not assist.		
15 minutes	Room consultants and evaluators will have 15 minutes to preview the <i>portfolio</i> and sample garment before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		

## **Specifications**

### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 47 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

#### **Electronic Portfolio**

An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 58 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
0–8	Content Divider Pages or Sections	Use 0 to 8 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

## Fashion Design Specifications (continued)

	Label and Explanation	Develop a clothing label. Present label and explain the market for clothing or accessories under this label and the inspiration for choice of this label, including any inspiration from historical trends or designers, and its market.
	Knowledge of the Intended Audience	Include buyer demographics and buyer appeal (describe the reasons behind clothing choices of the intended <i>audience</i> ).
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at minimum, the following information for each swatch:  • General fabric appearance (plaid, solid, matte, shiny, etc.)  • Fiber content  • Fabric care  • Fabric characteristics  Each fabric profile should be no more than one half of an 8½" x 11" page.
Up to 35 pages or 45 slides	Collection Design	Develop a collection of four (4) original designs. Designs should cover both the top and bottom half of the body, but may include multiple garments. Each design should be on a separate page and be full color, drawn either by hand or with a digital program. All designs should include a design description, a swatch of the fabric(s) and sample trimming(s) and notions which would be used in production, as well as garment care information and intended sizes available. Information for each design may take up to two 8½" x 11" pages, or a total of up to 8 pages.
	Target Retailer	List target retailer(s) with an explanation for choices.
	Pricing	Develop a pricing range for the pieces of the collection design. Pricing should reflect both the manufacturing costs and preferences of the intended audience.
	Career Path	Develop a career path which includes five major goals for yourself as a fashion designer (i.e. attending a specific college, obtaining a specific position, starting a label) and action steps in achieving goals.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

### **Collection Sample**

The collection sample will consist of one actual size prototype of a design from the four- piece collection which is constructed solely by the participant out of the intended production materials. The sample should be presented to evaluators with the *portfolio* prior to the presentation and should be displayed, with the collection sample pattern, during the presentation. The collection sample may be displayed using a *mannequin*, dress form, or other method chosen by the participant, but may not be modeled by the participant or another individual during the presentation. **Modification or use of a commercial pattern is not allowed.** Participants may not modify a commercial or previously constructed garment.

Collection Sample Pattern	Develop a flat pattern for the collection sample piece(s). The collection sample pattern is complete, all pieces and instructions are included, and appropriately labeled for assembly. Include the collection sample pattern.
Collection Sample Condition	The collection sample should be actual size, well-constructed by the participant, and appropriate for a <i>professional</i> presentation. The sample should demonstrate a basic knowledge of fashion construction skills and adequately represent the planned final product for future manufacturing.

## Fashion Design Specifications (continued)

### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences and Related Occupations	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related occupations.
Knowledge of Textiles, Fashion, and Apparel	Demonstrate thorough knowledge and use of concepts, techniques, and vocabulary associated with textiles, fashion, and apparel.
Use of <i>Portfolio</i> and Collection Sample During Presentation	Use the <i>portfolio</i> and collection design to support, illustrate or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## **FASHION DESIGN**

# **Point Summary Form**

pter	State	Team #	Station #	Level
show, write "No Show"	on at top is correct. If a student named across the top and return with other fation, the room consultants must chec	orms. Do <b>NOT</b> change to	am or station numbe	ers.
below and fill in the box		611.		
	sentation, verify evaluator scores and Place this form in front of the comple			
_	on in the room, double check all score	s, names, and team num	bers to ensure accura	acy. Sort resul
team order and turn in		,		,
Check with the Lead Cor	nsultant if there are any questions reg	arding the evaluation pr	ocess.	
ROOM CONSULTANT CH	IECK			Points
Registration Packet	Picked up by adviser or de	esignated adult during sche	duled time	
0 or 3 points	No <b>0</b>	Yes 3	}	
<b>Event Online</b>	0	-	2	
Orientation	Official documentation not provided	Official documentation p		n
Documentation	at presentation time or signed by	time and signed by advis	er	
0 or 2 points	adviser <b>0</b>		<u> </u>	
Hardcopy Portfolio 0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCC	=	
Electronic Portfolio	0		L	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in vi	ewable format to the	
	format to the evaluators	evaluators		
Portfolio Pages	0		2 3	
0–3 points	Portfolio exceeds the page limit	<b>2 or more errors 1 e</b> Portfolio contains no mo	rror no errors	
		pages or 58 slides compl	•	
		including:	2004 2011 2011,7,	
		• 1 project ID page or s	slide	
		• 1 table of contents p	age or slide	
		• 1 Planning Process su		5
		Project Summary Substitution		
		Up to 8 content divid		
Punctuality	0	Up to 35 content page	es or 45 content sinces	
0–1 point	Participant was late for presentation	Participant was on time	for presentation	
EVALUATORS' SCORES			M CONSULTANT TOTA	L
Evaluator 1	Initials		(10 points possible	2)
Evaluator 2	Initials	AVFR	AGE EVALUATOR SCOR	
Evaluator 3	Initials	AVEN	(90 points possible	
	divided by number of evaluators		FINAL SCOR	
Total Score	,	//		
	= AVERAGE EVALUATOR SCORE  Rounded only to the nearest hundredth (i.e.		age Evaluator Score plu Room Consultant Tota	

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_



# **FASHION DESIGN**

# Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO							Point
Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Label and Explanation 0–3 points	<b>0</b> No label developed or e	thorou explain	1 oncept is present but not ghly thought out, ed well, creative, or riate for the audience	Label concept is two the following: creativ appropriate for the in audience, thoroughly out or explained well	or more of Labe re, appr ntended audi r thought patt	3 el concept is creative, opriate for the intended ence, well thought out, evident erns of buying behavior was arched and studied	
Knowledge of the ntended Audience 0–3 points	0 The participant displays knowledge of the inten audience	•	1 rticipant displays limited edge of the intended ce	The participant display of the intended audier not done research abo preferences or buying	nce, but has know out audi	3 participant displays extensive vledge of the intended ence, and is explained oughly	
Fabric Profiles 0–5 points	No fabric profiles provided	At least one of the fabrics used in the collection design is represented with an inadequate swatch and/or limited information for the four description requirements	swatch and/or limited information		the collection de	sign collection design are on represented on a half- iss page or less with a d swatch and complete and appropriate	
Collection Design 0-12 points	<b>O</b> No collection design provided	1 2 The collection desi does not include fo complete outfits	3 4 5 gn The collection design	6 7 8 The collection design includes four	9 10 11 The collection de contains four complete full cole outfits, well designed, proper and function, but not show high potential for intended audience	the collection design contains four complete full color outfits, well designed, proper fit and function, and do appeal highly to intended audience, and include all	
Target Retailer 0–2 points	No target retailer inform	) mation provided	Both the list of poter explanations of choice		The list is thorou	<b>2</b> gh and explanations are well complete	
Pricing )–2 points	No pricing information	•	•	1 es are missing or pricing ut or are not appropriate	pricing decisions	2 tes are represented and are appropriate for the type, tet of the garment	
Career Path 0-5 points	<b>0</b> No career path provided	1 Includes two or less goals	2 Includes three goals	3 Includes four goals	Includes five career path goals, but they are not well written realistic, achievable or challenging	, challenging goals for	
Vorks Cited/ Bibliography –3 points	<b>0</b> No resources listed		' '	<b>2</b> Reliable resources but inc style (see style sheet)	correct Complete I	3 ist of current and reliable in MLA or APA style (see style	
Appearance I–3 points	<b>0</b> Portfolio is illegible and unorganized	Portfolio is grammatica	al or spelling errors	<b>2</b> Portfolio is neat, legible, a professional, with correct grammar and spelling	and Neat, legib	3 le, professional, correct nd spelling used with rganization of information	

# Fashion Design Rubric (continued)

OLLECTION SAME							Poin
ollection Sample	0		1	2-3		4	
attern	Not provided	Some patt	ern pieces are included	All pattern pieces are in	ncluded All patte	ern pieces are included and	
4 points		and assem	bly instructions are	and complete assembly	/ labeled	appropriately for easy	
•		incomplet	e e	instructions are provide	ed assemb	ly and clear step-by-step	
						ly instructions are provided	
ollection Sample	0		1	2-3	43361110	Δ	
ondition	Not provided	Callastian	-	Collection sample is act	tual siza Callasti	an comple is actual size and	
	Not provided		sample is in poor	•		on sample is actual size and	
-4 points			and does not	and made out of the in		ut of the intended fabric. It	
		adequatel	y represent the design	fabric		onstructed and appropriate	
					for a pro	ofessional presentation	
RAL PRESENTATI	ON						
rganization/	0	1 2	3 4	5 6	7 8	9 10	
elivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
– 10 points	done or presented			•			
•	briefly and does not	some topic elements	all topic elements	complete	information	all relevant	
	cover components		but with minimal	information but	completely but does		
	of the project		information	does not explain the	not flow well	seamless and logical	
				project well		delivery	
elationship to	0	1	2	3	4	5	
amily and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of	Knowledge of	Knowledge of	
onsumer Sciences	relationship	project and FCS	relationship of	project and FCS	project and	project and FCS	
oursework and	between project and	coursework	project and FCS	coursework but not	relationship to FCS is		
tandards	FCS		' '		•	•	
-5 points	1 (3	relationship	coursework	shared	evident and shared	evident and	
						explained well	
nowledge of	0	1	2	3	4	5	
extiles, Fashion,	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of	Knowledge of	Knowledge of	
nd Apparel	of knowledge	knowledge	knowledge	subject matter is	subject matter is	subject matter is	
-5 points	J	J	J	evident but not	evident and shared	evident and	
				effectively used in	at times in the	incorporated	
				•		•	
				presentation	presentation	throughout the	
						presentation	
se of Portfolio and	0	1	2	3	4	5	
ollection Sample	Portfolio and sample	Portfolio and sample	Portfolio and sample	Portfolio and sample	Portfolio and sample	Presentation moves	
uring Presentation	not used during	used to limit amount	used minimally	incorporated	used effectively	seamlessly between	
-5 points	presentation	of speaking time	during presentation	throughout	throughout	oral presentation,	
		. •		presentation	presentation	portfolio and sample	
oice – pitch,	0		1	2		3	
empo, volume	Voice qualities not used	Voice qual	ity is adequate	Voice quality is good, b	ut could Voice o	uality is outstanding and	
-3 points	effectively	voice quai	,		•		
•			4	improve	pleasing		
ody Language/ othing Choice	0		1	2		3	
•	Uses inappropriate gest		posture, mannerisms	Gestures, posture, mar	•	s, posture, mannerisms,	
-3 points	posture or mannerisms	•	ontact is inconsistent/	eye contact, and clothi	ng are eye con	tact, and clothing	
	eye contact/inappropris	ate clothing is	appropriate	appropriate	enhance	presentation	
	clothing						
rammar/Word	0		1	2		3	
sage/	Extensive (more than 5)	Some (3-5	) grammatical and	Few (1-2) grammatical	and Present	ation has no grammatical	
ronunciation	grammatical and pronu	•	tion errors	pronunciation errors		unciation errors	
-3 points	errors	promaneu	=::=:=	p. onunciation cirol3	or profit		
esponses to	0	1	2	3	4	5	
valuators'	Did not answer	Unable to answer	Responded to all	-		-	
uestions			•	Responded	Gave appropriate	Responses to	
-5 points	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
- F	questions		without ease or	questions	evaluators'	appropriate and	
			accuracy		questions	given without	
						hesitation	
Fvaluator's C	comments – incl	ude two things	done			TOTAL	
Lvaidatoi 3 C		aac two tiiiigs	aone				
well and two	opportunities f	for improvemen	nt:		(90 poin	ts possible)	
	- 1-1						
Well alla two							
wen and two							
wen and two				Evaluator	Initial	_	





**FCCLA Chapter Website**, an *individual* or *team event*, recognizes participants who use a chapter website to educate, inform, and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter.

**Preliminary Round:** Participants must prepare a chapter website. **National Leadership Conference:** Fifteen (15) entries will be invited to present their chapter website plus an **oral presentation**, at the National Leadership Conference. Only entries with scores of 70 or above will be eligible for National Leadership Conference consideration.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Any nationally affiliated FCCLA chapter may submit only one entry in this event (must choose one level for competition).
- 3. If the chapter already has an existing website, the website for the current school year (July 1–June 30 as noted) must be revised in *content*, design, theme, color, etc., by the participant(s). If more than one chapter is in a school, they may not share the same website content for competition.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.
- 5. The use of inappropriate or copyrighted music, photographs, or *graphics* may disqualify the entry.
- 6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competitio n Total Event Time
1-3	Website with required components	Table – yes Laptop, Internet Connection, Electrical Access - yes	Official dress -or- Professional dress appropriate to event	5 minutes		1-min. warning at 9 min.; stopped at 10 min.	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
*								*	*

<sup>\*</sup> A USB Drive is allowed for backup presentation use only. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the website are allowed.

#### **FCCLA CHAPTER WEBSITE**

## Procedures and Time Requirements: Preliminary Round – Projects Due February 1

Participants create a chapter website to educate, inform, and involve members and the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter.

All website links must be active and settings set to "public" so that evaluators may view the website.

Social media sites only (such as Facebook) are <u>not</u> acceptable formats for the event but may be embedded or used in conjunction with the chapter website.

The website may be developed using website services, templates, or software of the participant's choice. All links within the website must be active.



# **Entry Submission for Preliminary Round Competition**

Preliminary Round entries will be submitted no later than 5:00 p.m. EST, February 1 in the FCCLA Adviser Portal. An entry fee will be required. Projects must be ready for evaluation at that time, and no changes may be made to website design following the February 1 deadline until March 15. Updates to calendars and other time sensitive information may be added as needed.

## **Procedures and Time Requirements for National Leadership Conference Competition**

- 1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference presentation, participants are encouraged to update their presentation based upon Preliminary Round evaluation feedback. Changes may be made after March 15.
- 3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.
10 minutes	Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the website.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

# **Specifications**

#### **Website Content**

Home	Include the national FCCLA emblem, introductory information, social media feed(s) from the local FCCLA chapter,
Page	school district, or national FCCLA, and a visitor counter/tracking tool to assess website use. The viewer should be
	able to locate the rest of the project components from this page.

The following information must be included in the chapter website as a separate page or subpage entitled "STAR Events Documentation." It may be included as text on the website page, or if posted as a file, must be able to be opened in a PDF format.

1-8 ½" x 11" page	Project Identification Page	Plain background, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project.

# FCCLA Chapter Website (continued)

1 🔲	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the chapter website.
As Needed	Copyright/Works Cited	Music, photographs, graphics, text, trademarks, or names that are used in the project must be properly cited and documented as either original or licensed for reuse. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use is strictly limited. Purchasing an item does not necessarily give permission to use in a public project. Copyright laws must be followed. Use MLA or APA citation style to cite all references.

The following *content* information should be included in the chapter website. There are no limits to the amount of website pages, subpages, tabs, etc. on the website, but the following information should be easily located upon review of the website.

	Promotion of Family and Consumer Sciences	Include content to promote the local Family and Consumer Sciences program and FCCLA as an essential part of college and career readiness for all students. The information provided expands user knowledge and moves beyond expectations.
	Membership Information	Provide recruitment, retention, and membership recognition information for membership growth (membership costs and benefits, deadlines, etc.)
Provide one	Awards/Recognition	Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state, and/or national recognitions received.
website page,	Chapter Leadership	Supply a list of the chapter officers and their responsibilities.
subpage, or tab for each	Contact Information	Provide primary contact information and method(s) for the FCCLA chapter.
(minimum 8)	Sponsors/Thank You Section	Highlight chapter sponsors and provide recognition for their support. Include working hyperlinks to FCCLA websites (regional/district, state, national) school website, and appropriate partners.
	Activities Information and Calendar	Include the chapter's activity calendar and keep it up to date.
	Program of Work	Include local, state, and national programs in the chapter's program of work.  Program of work components include opportunities for personal growth, leadership development, recognition, career exploration, community outreach, social activities and fundraising.
	Browser Compatibility	Website is designed for viewing on a range of web-enabled devices (including smart phones and tablets) and compatible with the common web browsers (e.g., Chrome, Firefox, Internet Explorer, Safari). Apps created or utilized by the chapter may be included, but are not required.
	Appearance	Website must be neat, legible, and <i>professional</i> and use correct grammar and spelling.
	Navigation	All hyperlinks work, and the viewer can quickly locate project components and information. Viewer can easily move between pages.
	Licensing	License the website contents, using school district licensing requirements or Creative Commons ( <a href="www.creativecommons.org">www.creativecommons.org</a> ).

## For National Leadership Conference Participants ONLY

#### **Oral Presentation**

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Relationship of Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# FCCLA CHAPTER WEBSITE Preliminary Round

# Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

WEBSITE CONTEN	T – DOCUMENTATIO	ON					Points
Home Page		0			1 2		
0-2 points	Site does not have a un	ique home page		e page specific for risitor tracker	r chapter use. Includes FCCLA e	emblem, social media feed(s)	
Project		0			1		
Identification Page 0-1 point	Project Identification Pa includes incorrect infor	age is missing, is not com mation		-	n Page is present, contains part tate, event name, and project t	· ·	
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	summary not tl	he Planning Process	All Planning Process steps are presented but not summarized	All Planning Process steps a summarized	Evidence that the are Planning Process was utilized to plan projec	The Planning Process is used to plan the project. t Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		<b>0</b> Not provided		Signe	1 d proof of submission from the	e online form is included	
Website Content		0			1		
Page, Subpage or Tabs for 8 minimum areas	Did not use	e one page, subpage, or t	ab for each	8 or moi	re website pages, subpages, or	tabs for information areas	
0 or 1 point  Documentation/	0-1	2		3	4	5	
Works Cited/ Bibliography 0-5 points	None cited, or sources are cited but no permissions for using copyrighted work are	Copyright is quest and sources list is incomplete	permission for most	t statements and ons are included sources but in ent format	Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	Work is original, copyright statements with permissions granted are included for all sources, in	
	included					MLA or APA style	
	ENT - INFORMAT						
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	<b>0</b> None provided	1 2 3 Website is limited in the promotion of FCCLA and FCS	Website promot FCCLA or FCS, bu inconsistent mes about the progra	es either W t not both, a sages is	8 9 10 11 12  Website promotes FCCLA  and FCS as important. User  not moved beyond  urrent expectations	13 14 15 Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond	
Membership	0	1 2 3	4	<u> </u>	6 7	expectations 8 9 10	
Information 0-10 points	None provided	Limited information is provided for membership growth	Some information provided for mea	n is Ir mbership re	nformation to recruit, etain, and recognize nembership is included	Growth oriented recruitment, retention, and membership recognition is provided	
Awards/	0	1 2	3		4	5	
<b>Recognition</b> 0- 5 points	None provided	Very few awards or recognitions included	Some chapter ar accomplishment limited FCCLA lev	s provided on a	hapter and/or member ccomplishments are rovided for all FCCLA levels	2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels	
<b>Chapter Leadership</b> 0-5 points	<b>0</b> None provided	<b>1</b> Chapter officers a		<b>3</b> pter officers and provided	responsil	5 officers and detailed oilities are provided in an ead format	
Contact Information	0	1	2	3	4	5	
0-5 points	None provided	Minimal informat		itact information uires user to leave		nformation provided and ed into website	
Sponsors/Thank	0	1 2		4 5	6 7	8 9 10	
You Section 0-10 points	None provided	Limited information no links provided	•	ed and website	4-5 partners are recognized and website links are included	4-5 partners are recognized, partnership is explained, and website links are included	
Activities	0	1 2	3		4	5	
Information and Calendar	None provided	Limited information provided, but no	Limited infor		neral information about apter activities and chapter	Comprehensive information about chapter activities and	

# FCCLA Chapter Website Rubric (continued)

						Points
Program of Work 0-10 points	<b>0</b> None provided	1 2 3 Minimal information or activities included in program of work	4 5 Limited participation in local, state, and national programs, limited areas included in program of work	6 7 Good participation in local, state, and national programs in program of work	8 9 10  Excellent participation in local, state, and national programs is included in a comprehensive program of work	
WEBSITE CON	TENT – DESIGN AND I	NAVIGATION				
Browser Compatibility 0-5 points	Website includes components that are not functional without additional plugins. Is not functional on mobile devices	Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	Website is functional for 1 or more browsers but is not functional for mobile device viewing	Website is fully functional in at least 2 browsers and is functional for mobile device viewing	Website is fully functional in at least 3 different browsers and is functional for mobile device viewing	
Appearance	0 1	2	3	4	5	
0-5 points	Design choices negatively impact appearance. Many errors in word/text detract from the project	Design choices do not fully support the project. Noticeable errors begin to detract from the project	Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar	
Navigation	0	1 2	2	3 4	5	
0-5 points	Very difficult to navigate sit find information. Does not r viewer to home page easily	eturn information not easi		to locate can	hyperlinks work and viewer easily locate information and igate site	
Licensing	- 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1 · 1	0		5		
0 or 5 points	The website was not license	ed by the participant	A Creative Commo	ons license or copyright state	ment is included on the website	

ROUND 1 TOTAL	

Evaluator's Comments – include two things done well and two opportunities for improvement:

(100 points possible)



## **FCCLA CHAPTER WEBSITE**

# STAR Events Point Summary Form National Leadership Conference Only

Name o	of Participant				
Chapte	er	State	Team #	Station #	Level
1.		ation at top is correct. If a student nam , write "No Show" across the top and re			
2.		the presentation, verify evaluator scores' verification. Place this form in front cer.			
3.	·	tition in the room, double check all sco s by team order and turn in to the Lead		umbers to ensure	
4.	Check with the Lead	Consultant if there are any questions re	egarding the evaluation	process.	
R	OOM CONSULTANT C	HECK			Points
	Registration Packet	Picked up by adviser or de	esignated adult during sche	eduled time	
	0 or 3 points	No <b>0</b>	Yes	3	
	Event Online	0		2	
	Orientation	Official documentation not provided		provided at presentation	
	Documentation	at presentation time or signed by	time and signed by advi	ser	
	0 or 2 points	adviser			
	Punctuality 0–1 point	<b>0</b> Participant was late for presentation	Participant was on time	1 for presentation	
	EVALUATORS' SCORES	rarticipant was late for presentation	· ·	OM CONSULTANT TOTAL	
		tatatata	NO		
E۱	valuator 1	Initials		(6 points possible)	
E۱	valuator 2	Initials	AVEF	RAGE EVALUATOR SCORE	
E۱	valuator 3	Initials		(134 points possible)	
To	otal Score	divided by number of evaluators		FINAL SCORE	:
	<del></del>	= AVERAGE EVALUATOR SCORE	(Ave	rage Evaluator Score plus	5
		Rounded only to the negrest hundredth (i.e.	70 00 not	Room Consultant Total	· I .

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial)

80.00)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

FINAL SCORE divided by 140 possible points =

RATING SCORE PERCENTAGE



# FCCLA CHAPTER WEBSITE National Leadership Conference

# Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

Chapter			State	ream #		Station # Level	
WEBSITE CONTEN	IT – DOCUMENTATI	ON					Points
Home Page		0			1 2		
0-2 points	Site does not have a u	nique home page	Home pag and visito		use. Includes FCCL	A emblem, social media feed(s)	
Project		0			1		
Identification Page 0-1 point	Project Identification F includes incorrect info	Page is missing, is not comp rmation	-	Identification Page is school, city, state, eve		articipants' names, chapter ct title	
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Proces was utilized to project	s used to plan the project.	
Evidence of Online Project Summary Submission		<b>0</b> Not provided		Signed proof o	1	the online form is included	
O or 1 point							
Website Content Page, Subpage or Tabs for 8 minimum areas	Did not us	<b>0</b> se one page, subpage, or tal	o for each	8 or more websit	1 e pages, subpages,	or tabs for information areas	
O or 1 point							
Documentation/ Works Cited/ Bibliography D-5 points	None cited, or sources are cited but no permissions for using	Copyright is questic and sources list is incomplete	and permission included for n	ons are permis	4 ght statements and sions are included sources. Complete	statements with permissions granted are	
	copyrighted work are included		sources but ir inconsistent f		MLA or APA style	included for all sources, in MLA or APA style	
WEBSITE CONT	ENT - INFORMAT	TION					
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	<b>0</b> None provided	1 2 3 Website is limited in the promotion of FCCLA and FCS	4 5 6 7 Website promotes ei FCCLA or FCS, but no both, inconsistent messages about the programs	ther Website pror		13 14 15 Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectation	
Membership	0	1 2 3	4 5	6	7	8 9 10	
Information 0-10 points	None provided	Limited information is provided for membership growth	Some information is provided for membership growth		to recruit, retain, e membership is	Growth oriented recruitment, retention, and membership recognition is provided	
Awards/	0	1 2	3		4	5	
<b>Recognition</b> 0- 5 points	None provided	Very few awards or recognitions included	Some chapter and/or member accomplishr provided by on limite FCCLA levels	ments accomplishm	ents are provided	2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels	
Chapter Leadership	0		1 2	3	4	5	
0-5 points	None provided	Chapter offi	icers are listed	Chapter officers and responsibilities are p	orovided re	chapter officers and detailed esponsibilities are provided in neasy-to-read format	
Contact Information	0		1 2	3	4	5	
)-5 points	None provided		ormation provided	Contact information requires user to leave	ve website a	Contact information provided nd integrated into website	
ponsors/Thank	0	1 2 3	4 5	6	7	8 9 10	
ou Section 0-10 points	None provided	Limited information and no links provided	1-3 partners are recognized and webs links are included	•	are recognized links are included	4-5 partners are recognized, partnership is explained, and website links are included	
nformation and Calendar	<b>0</b> None provided	1 2 Limited information provided, but no	3 Limited information provided but calenda	r is chapter activ	mation about ities and chapter	5 Comprehensive information about chapter activities and	
Activities Information and Calendar 0-5 points		1 2 Limited information	links are included  3 Limited information	General infor	4 mation about ities and chapter	website links are included  5  Comprehensive informatio	on id

# FCCLA Chapter Website Rubric (continued)

**Points** 

0-10 points	0	1 2	3		5	6		8 9 10	
	None provided	Minimal inform activities includ	ed in	Limited parti local, state, a	nd national	local, sta	•	Excellent participation in local state, and national programs	is
		program of wor	k	programs, lin included in p	nited areas rogram of work	national program	programs in of work	included in a comprehensive program of work	
WEBSITE CONTI	ENT – DESIGN ANI	D NAVIGATI	ON						
Browser	0 1		2		3		4	5	
Compatibility 0-5 points	Website includes	Website incl			functional for		is fully functiona	•	
o-5 points	components that are not functional without	t components functional o	that are only		browsers but is onal for mobile		t 2 browsers and nal for mobile	in at least 3 different browsers and is	
	additional plugins. Is not			device vie		device vi		functional for mobile	
	functional on mobile	mobile devi		device vie	wiiig	device vi	ewing	device viewing	
	devices	mobile devi	e viewiig					device viewing	
Appearance	0 1		2		3		4	5	
0-5 points	Design choices negativel			Design is i	nconsistently	Design is	•	Neat, professional,	
	impact appearance.	fully suppor		applied or		-	nal, legible, and	- '''	
	Many errors in word/tex				te for audience.		ate for audience		
	detract from the project		om the		rs in spelling or		errors in word	audience. No errors in	
		project		grammar		grammar	spelling or	word choices, spelling or grammar	
Navigation	0		1	2		3 4		5 grannina	
0-5 points	Very difficult to navigate	site or Som	e hyperlinks br		Hyperlinks w	ork. Inform	ation All	hyperlinks work and viewer	
	find information. Does n		mation not eas		mostly easy t			n easily locate information and	
	viewer to home page eas							vigate site	
<b>Licensing</b> 0 or 5 points	The make the control of the	0			. C	aalt	5	and the final color of the Colo	
	The website was not lice	nsed by the partic	ipant	F	Creative Commo	ins license c	or copyright state	ement is included on the websi	te
ORAL PRESENTA Organization/		1 2			-	ſ	7 0	0 10	
Delivery	<b>0</b> Presentation is not	1 2 Presentation cover		3 4 tation covers	<b>5</b> Presentation	6 gives	7 8 Presentation co		
0 – 10 points	done or speaks	some topic eleme		c elements	complete	gives	information	all relevant	
	briefly and does not	some topic cicini		h minimal	information l	hut	completely but		
	cover components		inform		does not exp		not flow well	seamless and logical	
	of the project				project well			delivery	
Knowledge of	0	1		2	3		4	5	
Subject Matter 0-5 points	Little or no evidence	Minimal evidence			Knowledge of su	•	inowledge of	Knowledge of subject	
o-o points	of knowledge	of knowledge	knowledg	e	matter is eviden		ubject matter is		
					not effectively u		vident and share		
					presentation		t times in the resentation	throughout the presentation	
Relationship of	0	1		2	3	Ρ	4	5	
Family and	No evidence of	Minimal evidence	of Some k	nowledge of	Knowledge o	f FCS	Knowledge of F		
Consumer Sciences	relationship	FCS careers		nship of FCS	careers and F		careers and	careers and FCS	
Coursework and Standards	between project and	knowledge and F		and FCS	coursework b	out not	relationship to	FCS is relationship is	
0-5 points	FCS careers	coursework	course	work	shared		evident and sha	ared evident and	
· 		relationship						explained well	
Voice – pitch, tempo, volume	Voice qualities not used	\/c:-	1 e quality is ade	nuato	Voice and the	2	t could 14-	3	
0-3 points	Voice qualities not used effectively	VOIC	z quanty is due	quale	Voice quality improve	ıs goda, bu		oice quality is outstanding and easing	
Body Language/	0		1		mprove	2	pic	3	
Clothing Choice	Uses inappropriate gestu	ıres, Gest	ures, posture, i	nannerisms	Gestures, pos	_	nerisms, Ge	estures, posture, mannerisms,	
0-3 points	posture or mannerisms,		eye contact is i		eye contact,			e contact, and clothing	
	eye contact/inappropria	te cloth	ing is appropri	ate	appropriate		en	hance presentation	
Grammar/Word	clothing <b>0</b>		1			2		3	
Usage/	Extensive (more than 5)	Som	1 e (3-5) gramma	tical and	Few (1-2) gra	_	nd Dr	3 esentation has no grammatical	
	grammatical and pronun		unciation error		pronunciatio			pronunciation errors	
	errors				pi oriuniciatio			p. 5	
Pronunciation	2.1010	1		2	3		4	5	
Pronunciation 0-3 points Responses to	0			dealer all	Docnandad		Gave appropria	ate Responses to questions	
Pronunciation 0-3 points Responses to Evaluators'	<b>0</b> Did not answer	Unable to answer		ded to all	Responded				
Pronunciation 0-3 points Responses to Evaluators' Questions	<b>0</b> Did not answer evaluators'		questic	ns but	adequately to	o all	responses to	were appropriate and	
Pronunciation 0-3 points Responses to Evaluators'	<b>0</b> Did not answer	Unable to answer	questic withou	ns but t ease or	•	o all	evaluators'	were appropriate and given without	
Pronunciation 0-3 points Responses to Evaluators' Questions	<b>0</b> Did not answer evaluators'	Unable to answer	questic	ns but t ease or	adequately to	o all		were appropriate and	
Pronunciation 0-3 points Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators'	Unable to answer	questic withou	ns but t ease or	adequately to	o all	evaluators'	were appropriate and given without	
Pronunciation 0-3 points Responses to Evaluators' Questions 0-5 points  uator's Comment	0 Did not answer evaluators' questions	Unable to answer some questions	questic withou	ns but t ease or	adequately to		evaluators' questions	were appropriate and given without	

Room Consultant Initial \_

Evaluator Initial \_\_\_\_\_

(134 points possible)





Focus on Children, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. Child development encompasses birth through adolescence. Participants must prepare a display and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.

- 3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference

<b>GENERAL IN</b>	<b>FORMATION</b>							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Display, Oral Presentation	Table/ Freestanding space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes after presentation interview	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	<b>TS ALLOWED</b>							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **FOCUS ON CHILDREN**

# **Procedures and Time Requirements for Competition**

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>displays</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

# **Specifications**

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces. The *display* may be either freestanding or tabletop. Freestanding *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, *flip charts*, *portfolios*, and *photo albums* are not allowed. The *display* must include a *project identification page* and a *Planning Process* summary page.

Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the display.
Addresses a Specific Need	Address a specific and <i>current</i> child development issue, concern, or need.
Impacts Children and Community Positively	Show how project has a positive impact on children and the community.
Applies Child Development Concepts	Correctly apply child development skills and knowledge gained through Family and Consumer Sciences and/or related occupations program.
Ability of Participants to Work with Children	Show evidence of participants involved with children during the "ACT" step of the <i>Planning Process</i> . Participation may include in-person interaction or virtual learning situations.
Appearance	Display must be neat, legible, creative, professional and use correct grammar and spelling.

#### **Oral Presentation**

The oral presentation of the project may be up to 10 minutes in length and is delivered to evaluators. The presentation should summarize the project and *display*. The presentation may not be prerecorded. If audio or audiovisual recordings are used, they are limited to 1-minute playing time.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the <i>Planning Process</i> . Summarize project activities and accomplishments.
Identify Concerns	Identify the need to act and provide evidence and data to support decision.
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan of action.
Act	Execute plan and show support from others who assisted, partnered, or collaborated in the project.
Follow Up	Evaluate project and identify the significance of the project and its outcome. Note ideas for improvement.
Knowledge of Subject Matter	Show evidence of child development knowledge and skills by using <i>current</i> data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. <i>Technology</i> may have been used to gather data.

# Focus on Children Specifications (continued)

Use of <i>Display</i>	Use the <i>display</i> to support, illustrate, and complement project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes, or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## **FOCUS ON CHILDREN**

# **Point Summary Form**

ter	State	Team #	Station #	Level
	tion at top is correct. If a student nan write "No Show" across the top and r			
<ol><li>Before student presen standards listed below</li></ol>	tation, the room consultants must character and fill in the boxes.	neck participants' displ	ay using the criteria	and
	resentation, verify evaluator scores a rification. Place this form in front of			
	tion in the room, double check all sco and turn in to the Lead Consultant.	ores, names, and team	numbers to ensure a	accuracy. Sort
5. Check with the Lead C	onsultant if there are any questions r	regarding the evaluatio	n process.	
ROOM CONSULTANT CH	ECK			Point
Registration Packet	Picked up by adviser or d	esignated adult during scl Yes	heduled time <b>3</b>	
0 or 3 points Online Event	0		2	
Orientation	Official documentation not provided	Official documentation	n provided at presenta	tion
Documentation	at presentation time or signed by	time and signed by ad	•	
0 or 2 points	adviser			
Display Set-Up	0		1	
0-1 point	Participants did not set up their	Participants set up dis	play during allotted tin	ne
Disales Discouries	display within allotted time period	period	1	
Display Dimensions 0–1 point	Does not fit with the appropriate dimensions/objects not returned within display after presentation	The display fits/object after presentation	=	lay
Project Identification Page	0		1	
0–1 point	Project ID page is missing or incomplete	Project ID page is pres correctly	ent and completed	
Project Summary Submission Proof	<b>0</b> Project Summary Submission missing	Project Summary Subr	1 mission present	
0–1 point	0		1	
Punctuality 0-1 point	Participant was late for presentation	Participant was on tim	<del>-</del>	
EVALUATORS' SCORES			OOM CONSULTANT TO	OTAL
Evaluator 1	Initials		(10 points poss	
Evaluator 2	Initials	Δ	ERAGE EVALUATOR SC	
	Initials	AV	(90 points poss	
Evaluator 3		-	(35 points poss	·~···/ <b>I</b> — — —
Evaluator 3 Total Score	divided by number of evaluators		FINAL SC	ORE

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 



#### **FOCUS ON CHILDREN**

#### Rubric

Name of Participant			

Team # Chapter\_ Station #\_\_\_\_ Level DISPLAY **Points FCCLA** 0 **Planning Process Planning Process** Inadequate steps in All Planning Process All Planning Evidence that the The Planning Process Summary Page summary not the Planning Process Process steps are Planning Process was is used to plan the steps are presented 0-5 points provided summarized utilized to plan are presented but not summarized project. Each step is fully explained; no project more than 1 page Addresses a 1 3 Specific Need Project did not Project addressed a Project addressed Project did no show Project addressed a Extensive research 0-5 points address a specific evidence of research specific need, needs, concerns specific need, concern and evaluation child development concern, or issue or issues involving or issue involving child methods were involving child child development development. presented to development which were Research methods support the need researched were used to gather this data and described Impacts Children 2 3 6 5 and Community No evidence Limited information Clear understanding Participants were able Impact on the Clear understanding of Positively on how the project of the positive effect community was the positive impact on to analyze the impact 0-6 points impacted children or on children, but not children and the of the project and shown the community how it has impacted community with showed understanding the community various sources of plus application of data and information lessons learned Applies Child 0 3 5 Development No evidence of child Child development Little evidence of Child Extensive evidence Participants could apply child concepts were child development development child development Concepts development development limited concepts being concepts were concepts were applied 0-5 points concepts being used applied to the known to the and utilized in the concepts utilized in participants the project to new project project and potential projects and learning Ability of 1 Participants to Evidence of all No evidence of Evidence some of All participants were Participants were Extensive evidence Work with Children involved with involved with participants involved of the scope, impact working with children the participants worked with the working with children and working with children and application of 0-5 points children, but not all children could articulate during the "ACT" step learning by the of the Planning of them were what they had participants in their actively involved Process work with children learned Appearance 0 1 2 3 5 0-5 points Display has minimal Display is highly Display does not Display needs Display is creative, Display has many appeal both in creative but lacks real document or some appropriate, and of errors and is not content/Display has design and content improvement in illustrate project aesthetically high quality/Display content and strong content and pleasing has good word, design lacks creativity color, and design choices **ORAL PRESENTATION Points** Organization/ 1 5 6 7 9 10 Delivery Presentation is not Presentation covers Presentation covers Presentation gives Presentation covers Presentation covers 0 - 10 points done or presented all topic elements but complete information all relevant some topic briefly and does not elements with minimal information but completely but information with a cover components of information does not explain does not flow well seamless and logical the project the project well delivery **Identify Concerns** 1 0-5 points No evidence of A limited Evidence of several Evidence of 2 or Evidence of 2 or Much evidence and explanation of concerns but no more concerns were more concerns were data included on concerns concerns was given research or data generated with generated from identifying concerns given as reference some data current research and data Set a Goal 0 1 2 3 5 0-5 points No goal was evident Goal set was not The goal was not Goal was defined in The goal was clearly Goal was explained, clearly defined a limited manner defined, explained attained or desired outcome was achievable in the in detail, and understood, and time frame of the partially measurable measurable project

# Focus on Children Rubric (continued)

Form a Plan	0	1	2	3	4	5	
0-5 points Elements: who, what, when, where, how	Not evident	Most elements clearly defined	3 or more elements were not clearly defined	2 elements were not clearly defined	1 element was not clearly defined	All elements were clearly defined	
Act 0-5 points	<b>0</b> No evidence	1 Action was limited	The activity was acted upon but was not clear	Action was explained, plans were limited	The activity was acted upon to meet the goal	Action and plans included evidence of support from partners and collaborators	
Follow Up 0-5 points	<b>0</b> No evidence	No clear understanding if the goal had been met or there were no notations of what improvements were needed	There were no notations of what ideas went well and what improvements were needed	3 Limited methods for evaluation were noted	4 Determination if the goal and concerns were met was noted	5 Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Knowledge of child development is evident but not effectively used in presentation	Knowledge of child development evident and shared at times in the presentation. Used current data but did not explain research methods	Knowledge of child development is evident and incorporated throughout presentation. Used current data to support project and research methods	
Use of Display during Presentation 0-5 points	<b>0</b> Display not used during presentation	1 Display used to limit amount of speaking time	2 Display used minimally during presentation	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qual	<b>1</b> ity is adequate	Voice quality is good, improve	•	3 ility is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	1 posture, mannerisms ontact is inconsistent/ appropriate	<b>Q</b> Gestures, posture, ma eye contact, and cloth appropriate	ing are eye conta	3 posture, mannerisms, ct, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronur errors	, ,	1 ) grammatical and tion errors	Few (1-2) grammatica pronunciation errors		3 ion has no grammatical ociation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

	_	
valuator's Comments – include two things done well		
nd two opportunities for improvement:	TOTAL	
	(90 points possible)	
	Evaluator # Evaluation Initial Room Consultant Initial	





**Food Innovations**, an *individual* or *team event*, recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original *prototype formula*, testing the product through *focus groups*, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a *display*, suggested **product packaging**, and an **oral presentation**.

2021–2022 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 168.



#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
- 4. Participants are not allowed to provide food product samples to the evaluators.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Display, Product Packaging, Oral Presentation	Table/ Freestanding Space – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes following interview	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **FOOD INNOVATIONS**

# **Procedures and Time Requirements for Competition**

5 minutes	At the designated participation time, participant(s) will have 5 minutes to set up their <i>display</i> . Other persons may not assist.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Following the interview, evaluators will have 5 minutes to review the display.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

# **Specifications**

#### **Display**

A *display* should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Each display must include the following elements:

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4		
Project Identification Page		aper, with no graphics or decoration city, state, event name, and project			
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.				
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the display.				
Original Prototype Formula(s)	alteration, including the final fo in each modified formula. The c of the national food product to	ormula(s) and the modified version rmula(s). Changes from the previous priginal prototype formula(s) must poic. The final formula(s) may be frou pupport the choice of the final form	ous version should be highlighted t fit within the participants' level om any stage of development,		

# Food Innovations Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4		
Product Testing Method	Participants will test their formula in focus groups and modify it two times. Focus groups should follow the following guidelines:  Test #1—minimum five (5) individuals  Test #2—minimum ten (10) individuals, who are part of the intended consumer audience(s) of the product.  Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.	Participants will test their formula in focus groups and modify it two times. Focus groups should follow the following guidelines:  Test #1—minimum ten (10) individuals  Test #2—minimum fifteen (15) individuals, who are part of the intended consumer audience(s) of the product.  Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.	Participants will test their formula in focus groups and modify it three times. Focus groups should follow the following guidelines:  Test #1—minimum ten (10) individuals  Test #2—minimum fifteen (15) individuals, who are part of the intended consumer audience(s) of the product.  Test #3 — test the same individuals from Test #2 (minimum fifteen (15) individuals, who are part of the intended consumer audience(s) of the product.)  Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.		
Process Storyboard	Provide a minimum of ten (10) pictures of the product at various stages of production and testing.	Provide a minimum of fifteen (15) pictures of the product at various stages of production and testing.	Provide a minimum of twenty (20) pictures of the product at various stages of production and testing.		
Nutrition Information	following items: serving size; am	he product, following FDA guidelin ount per serving and % Daily Value otein, sodium, and cholesterol; ing	of: total calories, fat calories,		
Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.	Develop a list of equipment used precautions taken to ensure a sa product. Describe how ServSafe	fe test kitchen and sanitary		
Product Summary	Include product name, target market, and appeal of product to target <i>audience</i> .	Include product name, target market, and appeal of product to target <i>audience</i> . Describe how sensory evaluation methods were used to appeal to target <i>audience</i> .			
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product. Show process of determining actual cost and retail price.			
Appearance	The display must be neat, legible	e, professional and use correct gran	nmar and spelling.		

# Food Innovations Specifications (continued)

#### **Suggested Product Packaging**

The suggested product packaging should be an actual size, 3-D *model* of the intended product container, in addition to the *display*.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4		
Design Effectiveness	The model should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.	The model should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging. Include a list of potential shipping and storing issues that may occur due to packaging choices.	The model should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging. Include a list of potential shipping and storing issues that may occur due to packaging choices.		
Marketability	The packaging should be appealing to the target audience and contain all of the appropriate information to be ready for sale. Minimum information required:  - Product Name - Nutrition Facts Label - Ingredient List - Allergy Warning - Consumption Instructions - Net Weight				
Appearance	The drawing or <i>model</i> must be n	eat, legible, professional, and visua	ally appealing.		

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4				
Organization/Delivery	Deliver oral presentation in an or summarize project.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.					
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.						
Knowledge of Food Science, Dietetics, and Nutrition	Demonstrate thorough knowledge of food science, dietetics, and nutrition. Discuss the area of Food Science which was most directly relevant in creating and testing the <i>prototype formula</i> .						
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to the food innovations project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.				

# Food Innovations Specifications (continued)

<b>SPECIFICATIONS</b>	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use display and visuals to suppor	t, illustrate, or complement present	ation.
Voice	Speak clearly with appropriate pi	tch, tempo, and volume.	
Body Language/Clothing Choice		ncluding gestures, posture, manneri note cards if used. Wear FCCLA offic r the nature of the presentation.	
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage	e, and pronunciation.	
Responses to Evaluators' Questions	Provide clear and concise answer after the presentation.	s to evaluators' questions regarding	project. Questions are asked

## 2021-2022 Competition Topics



#### **Meal Kit Components**

One of the most innovative trends in home meal preparation has been the development of the meal-kit industry. Customers are looking for high quality, convenient and time-saving options to prepare at-home meals while still meeting their nutritional needs and budgets. While some meal kits are provided to consumers through delivery services, single meal kits may be made available to consumers through retail locations.

All participants will create a meal kit that could be sold in a retail location. All items in the meal kit must include preparation instructions and may not be consumed "as-is" or by simply peeling. The product is intended to be prepared in the home of the consumer and eaten after preparation (cooking).

**Level 1** - Participants will create a dry seasoning mix to be used with a dinner entrée. The single meal should not exceed 720 mg of sodium and must include food items to create the entrée and one side. The meal kit should focus a meal ready in 30 minute or less and be marketed to students.

**Level 2** - Participants will create a sauce or marinade included in the kit. The single meal should not exceed 720 mg of sodium and must include the entrée and one side. The meal kit should provide the option for oven or slow-cooker preparation and be marketed to young families.

**Level 3 and 4** - Participants will create a sauce or marinade to include in the kit. The meal should not exceed 720 mg of sodium and must include the entrée and two sides. The meal kit may include advanced preparation skills and be marketed to those with advanced culinary skill or adventurous palates.



**Project Summary** 

**Submission Proof** 0–1 point

#### **FOOD INNOVATIONS**

## **Point Summary Form**

e of Participant			
oter	State	Team # Station # L	Level
	•	ned is not participating, cross their name(s) off. I return with other forms. Do <b>NOT</b> change team or	
<ol> <li>Before student present standards listed below</li> </ol>		heck participants' display using the criteria and	
•	rification. Place this form in front of	and fill in information below. Calculate the final the completed rubrics and staple all items relat	
·	tion in the room, double check all sco and turn in to the Lead Consultant.	ores, names, and team numbers to ensure accura	₃cy. Sort
5. Check with the Lead C	Consultant if there are any questions r	regarding the evaluation process.	
ROOM CONSULTANT CH			Points
Registration Packet	• •	esignated adult during scheduled time	İ
0 or 3 points	No <b>0</b>	Yes <b>3</b>	<u> </u>
<b>Event Online</b>	0	2	İ
Orientation	Official documentation not provided	Official documentation provided at presentation	İ
Documentation	at presentation time or signed by	time and signed by adviser	İ
0 or 2 points	adviser		<del>                                     </del>
Display Set-Up	0	1	ĺ
0-1 point	Participants did not set up their	Participants set up display during allotted time	İ
	display within allotted time period	period 1	<del> </del>
Display Dimensions	Does not fit with the appropriate	The display fits/objects returned within display	Í
0–1 point	dimensions/objects not returned	after presentation	ĺ
•	within display after presentation	after presentation	İ
Project Identification Page	0	1	
0–1 point	Project ID page is missing or	Project ID page is present and completed	İ
	Troject is page is imissing or	Troject ib page is present and completed	1

Punctuality Participant was late for presentation Participant was on time for presentation 0-1 point **ROOM CONSULTANT TOTAL EVALUATORS' SCORES** Initials \_\_\_\_\_ (10 points possible) Evaluator 1\_\_\_\_\_ Initials \_\_\_\_\_ **AVERAGE EVALUATOR SCORE** Evaluator 2\_\_\_\_\_ Initials (90 points possible) Evaluator 3\_\_\_\_\_ divided by number of evaluators **FINAL SCORE** Total Score\_\_\_\_\_ = AVERAGE EVALUATOR SCORE / (Average Evaluator Score plus Rounded only to the nearest hundredth (i.e. 79.99 not 80.00) Room Consultant Total)

Project Summary Submission present

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial)

**Project Summary Submission missing** 

incomplete

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_



Appearance

0-3 points

# **FOOD INNOVATIONS**

# Rubric - Level 1

Name of Participa	nt						
Chapter			Sta	ate Tear	m # Sta	tion # Level	
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	O Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process are presented but no summarized		rocess Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype Formula(s) 0-10 points	No prototype formula(s) provided/formula (s) do not fit within the current food product topic	One or more versions of the prototype and final prototype presented and fit within the current food product topic	3 4 Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	current formula(s) are well-written, fit the current food product topic, and track changes from previou	well-written, fits within the current food product topic, and tracks changes The final formula(s) mee product goals and	well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive	
Product Testing Method 0-10 points	No evidence of product testing provided	1 2 Product testing does not follow the specifications	3 4 Product testing follo specifications but th chosen method was appropriate for the fi group audience	twice according specifications	ested Product was teste twice according to with specifications with appropriate evaluation method group. the focus group. Easily method and result	twice according to specifications with an appropriate evaluation d for method for the focus group. Samples of the method and results are presented in a professional manner.	
Process Storyboard 0-2 points	No process storyboa	<b>0</b> rd presented	Limited photog	1 graphs, confusing arrange		<b>2</b> r (minimum 10) of ged well to tell a story	
Nutrition Information 0-5 points	information in provided do sp	formation is co- pes not meet spec pecification requ equirements mos info	mplete (see is of ifications for springerents) but reconstruction to fitte materials.	complete (see ceifications for fquirements) and the ajority of the formation is correct ceifications.	4 Nutrition information is complete (see specifications or requirements) correct. Demonstrates an appropriate level of cnowledge for participant evel	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level	
Equipment, Safety and Sanitation 0-3 points	No equipment list or and sanitation preca	safety Both t utions AND s	1 he equipment list is inco	mplete The equipmen cautions OR safety and	<b>2</b> t list is incomplete	3 uipment list is complete and and sanitation precautions propriate	
Product Summary 0-2 points	<u> </u>	<b>0</b> ummary provided	Product summa and/or is poorly	1 ary is lacking information y written	and product appe	<b>2</b> includes name, target market, al and is well written	
Actual and Suggested Pricing 0-3 points	<b>0</b> No pricing information	one	1 ual cost of one serving an e package is missing or ccurate AND suggested p	one package is	missing or one p	3 al cost of one serving and backage is accurate; ested pricing is appropriate,	

is missing or in appropriate

Display is neat, legible, and

professional, with correct

grammar and spelling

and process is explained

organization

Neat and professional, correct

grammar and spelling used, effective

is missing or inappropriate

Display is illegible and unorganized Display is neat, but contains

1

grammatical or spelling errors

and is organized poorly

# Food Innovations Rubric Level 1 (continued)

**Points** 

	A D. 1 A							
	ODUCT PACKAGING							
Design	0		1	2			3	
Effectiveness	Suggested product packagir	ng not Packaging	design does not	Packaging design	n exhibits	Packaging d	esign exhibits creativity and	
0-3 points	provided	exhibit cre	eativity and innovation,	creativity and in	novation, and	innovation,	and would be effective in	
			ould not be effective in	•			shipping, and storing the	
			g, shipping, and storing				scription of actual materials	
				storing the prod		to be used is	·	
Maukatahilit:	0	the produ	LI.	storing the prod	uct	to be used is	s included	-
Marketability	~		1	2			3	
0-3 points	Suggested product packaging		missing required	Packaging contains			contains all of the	
	not provided	information	(see specifications)	required informatio	n (see	required in	formation (see	
		and/or lacks	visual appeal for the	specifications) and h	nas some visual	specification	ons) and has high visual	
		intended au	dience	appeal for the inten	ded audience	appeal for	the intended audience	
Appearance	0			1			2	
0-2 points	Suggested product packag	ing not provided	Dackaging is unprofe	essional, not of high q	uality Dackagir	na ic nrofocci	ional, of high quality,	
o 2 poto	Suggested product packag	sing not provided				• .		
			and/or contains grai	mmatical or spelling o	errors legible, a	and correct §	grammar and spelling used	
ORAL PRESENT	ATION							
Organization/	0	1 2	3 4	5 6	7	8	9 10	
Delivery		esentation covers	Presentation covers			ation covers	Presentation covers	
0 – 10 points	alana ananana kad			U			all relevant	1
	briefly and does not	me topic elements	all topic elements	complete	informa			
	cover components		but with minimal	information but		ely but does		
	of the project		information	does not explair	the not flow	well	seamless and logical	
	p -y			project well			delivery	
Explanation of	0	1	2	3	4		5	
Product Choice	No product Produc	t choice Pro	oduct choice Pro	oduct choice	Product choice		Product choice	
0-5 points				planation was	explanation was	clear and	explanation was clear and	l
				ear and thorough.	thorough. Some		thorough. It is evident	1
		•		•	-		•	
	choice			oduct choice is	that the product		that the product choice	
	though	it out or ap	propriate for ap	propriate for	was thought out		was thought out and	
	approp	oriate for to	oic and top	pic and audience	appropriate for t	opic and	highly appropriate for	
	topic a	nd audience au	dience		target audience		topic and target audience	
Knowledge of Food	0	1	2	3	4		5	
Science, Dietetics,	Little or no Minin			ge is evident but	Knowledge is evi	dent k	Knowledge is evident and	
and Nutrition				tively used in	and shared at tir		ncorporated throughout	
0-5 points				•				
•	knowledge know	rledge knov		tion, Food	the presentation	-	he presentation and	
			Science p	rototype area	Science prototyp	e area i	ncluded Food Science	
			not ment	ioned	mentioned	p	prototype area	
Relationship of	0	1		2			3	
Family and .		inimal evidence	Knowledge of relation	onship to FCS is good,	Knowled	ge of FCS re	lationship is evident,	
Consumer Sciences		S coursework	national program ide			-	entified, and both	
Coursework and	•			entineu. i C3 Career			•	
Standards		lationship	pathway identified		explaine	a well. FCS (	career pathways identified	
0-3 points	FCS							
Use of Display and	0	1		2			3	
Visuals during		splay and visuals	Display and visuals in	ncorporated through	nut Presents	ation moves	seamlessly between oral	
Presentation		ed minimally	presentation	porateu tinougin		ation moves	,	
0-3 points		/	presentation		presenta	ation and dis	phiay	
		ring presentation						
Voice – pitch,	0		1	2			3	
tempo, volume	Voice qualities not used	Voice qua	lity is adequate	Voice quality is g	good, but	Voice quali	ity is outstanding and	
0-3 points	effectively			could improve		pleasing		1
Body Language/	0		1	2			3	
Clothing Choice	Uses inappropriate gestures	Gestures	posture, mannerisms	Gestures, postu		Gestures r	oosture, mannerisms, eye	
0-3 points	posture or mannerisms, avo		ontact is inconsistent/	•			·	
r		, ,	•	mannerisms, ey	•		nd clothing enhance	
	contact/inappropriate cloth	iiig ciotning is	appropriate	clothing are app		presentation		
Grammar/Word	0		1	2			3	
Usage/	Extensive (more than 5)	Some (3-5	) grammatical and	Few (1-2) gramn	natical and	Presentation	on has no grammatical or	
Pronunciation	grammatical and pronuncia		tion errors	pronunciation e		pronunciat	-	1
	errors			p	-			
0-3 points				3	4		5	1
	n	1	7					1
Responses to	O Did not answer — Unable	1	2			+-	Dosponens to acceptions	
0-3 points  Responses to  Evaluators'  Questions	Did not answer Unable	to answer Re	sponded to all	Responded	Gave appropria	ite	Responses to questions	
Responses to	Did not answer Unable	e to answer Re questions qu					Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

**TOTAL** (90 points possible)



Evaluator Initial	
oom Consultant Initial	Ro
Evaluator #	



# **FOOD INNOVATIONS**

# Rubric – Level 2

Name of Participa	ant							
Chapter			St	ate	_ Team #	Statio	on # Level_	
DICDI AV								Dainta
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate step in the Planning Process are presented	s All Planning Proces are presented but a summarized	not ste	<b>3</b> Planning Proces ps are nmarized	4  Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	Points
Original Prototype Formula(s) 0-10 points	O No prototype formula(s) provided/formula (s) do not fit within the current food product topic	1 2 One or more versions of the prototype and final prototype presented and fi within the curre food product to	nt within the current	version wit current for well-writte current foc topic, and changes fro	th the mula(s) are to the mula(s) are to the mula(s) are to the mula the mu	7 8 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	No evidence of product testing provided	1 2 Product testing does not follow the specification	Product testing foll specifications but t schosen method wa appropriate for the group audience	he twi s not spe i focus an eva for Sar me	5 6 Educt was tested ce according to edifications with appropriate alluation methor the focus grouphples of the thod and result presented	twice according to specifications with a appropriate devaluation method for the focus group. Samples of the	appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner.	
Process Storyboard 0-2 points	No process storyboar	<b>0</b> d presented	Limited photo	<b>1</b> graphs, confus	ing arrangemer	nts Appropriate number (		
Nutrition Information 0-5 points	information inf provided no sp	formation does t meet ecification quirements	is complete (see specifications for requirements) but most of the	Nutrition infor is complete (se specifications requirements) majority of the information is	ee con for for and the Der e app	4 crition information is nplete (see specifications requirements) correct. monstrates an oropriate level of welden for participant	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level	
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions	Both the equ	1 uipment list is incomplete and sanitation precautions		2 ent list is incomp enitation precau	plete OR The equipment	3 list is complete and safety precautions are rvSafe procedures are	
Product Summary 0-2 points	<b>0</b> No product summan		1 Product summary is lackir information and/or is poo			2	market, and product appea	
Actual and Suggested Pricing 0-3 points	<b>0</b> No pricing informatio	Ci	1 actual cost of one serving a one package is missing or naccurate AND suggested or missing or inappropriate	one pricing inac	2 ual cost of one s package is mis ccurate OR sugg	sing or one pac gested pricing suggest	3 ost of one serving and kage is accurate; ed pricing is appropriate, cess is explained	
Appearance 0-3 points	<b>0</b> Display is illegible and	g	1 Display is neat, but contain trammatical or spelling err and is organized poorly	ors pro	<b>2</b> play is neat, leging fessional, with a mmar and spell	correct grammar	<b>3</b> professional, correct and spelling used, effective ion	

# Food Innovations Rubric Level 2 (continued)

**Points** 

SUCCESTED DE	ODLICT BACKACING				
	ODUCT PACKAGING	1	2	2	
Design Effectiveness 0-3 points	<b>0</b> Suggested product packaging not provided	Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included	
Marketability	0	1	2	3	
0-3 points	Suggested product packaging not provided	Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience	
Appearance	0		1	2	
0-2 points	Suggested product packaging no			ging is professional, of high quality, e, and correct grammar and spelling used	
ORAL PRESENT	ATION				
Organization/	0 1	2 3 4	5 6	7 8 9 10	
<b>Delivery</b> 0 – 10 points	dana ananana kad	tion covers ic elements but with minimal information	complete inform information but comp	ntation covers nation all relevant letely but does ow well seamless and logical delivery	
Explanation of	0 1	2	3 4		
Product Choice 0-5 points	No product choice explanation was explanation choice is not thought out or appropriate for	explanation was explain to brief but the product choice is appropriate for approtopic and audience explain to product to a product to product and audience explain to product to	luct choice anation was clear thorough. thorough. Son luct choice is opriate for topic audience Product choice anation was thought o appropriate for topic and in the product choice appropriate for topic and in the product choice and propriate for topic and propriate for topic and propriate for topic and propriate for topic and propriate for the product choice and product choice and product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice anation was clear the product choice is another than the product choice and the product choice is another the product choice and the produc	explanation was clear and thorough. It is evident that the product choice that the product choice ut and was thought out and highly appropriate for	
Knowledge of Food	topic and audier		target audiend	<u> </u>	
Science, Dietetics, and Nutrition 0-5 points	0 1 Little or no Minimal evidence of knowledge knowledge	Some Knowledge is evice evidence of knowledge presentation, Foo Science prototype not mentioned	ed in shared at times in the presentation, Food Sci	incorporated throughout the ence presentation and included	
Relationship of	0	1	2	3	
Family and Consumer Sciences Coursework and Standards 0-3 points		ork relationship good, natio	onal program identified. nation pathway identified expl	wledge of FCS relationship is evident, onal program identified, and both ained well. FCS career pathways tified	
Use of Display and	0	1	2	3	
Visuals during Presentation 0-3 points		• •	•	entation moves seamlessly between presentation and display	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	1 Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	3  Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids ey contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	O Extensive (more than 5) grammatical and pronunciation	Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	o 1 Did not answer evaluators' some questions	·	Responded Gave appropriately to all questions evaluators' of evaluators' of the control of the c	riate Responses to questions were appropriate and	

Evaluator's Comments – include two things done w	el
and two opportunities for improvement:	

**TOTAL** (90 points possible)



Evaluator Initial	
Room Consultant Initial	
Evaluator #	



# **FOOD INNOVATIONS**

# Rubric – Levels 3 and 4

Name of Participa	nt										
Chapter				Sta	te	Team	#	Static	on #	Level_	
DISPLAY											Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate ste in the Planning Process are presented	are	<b>2</b> llanning Process s presented but no marized	•	3 All Planning Proc steps are summarized	cess	4 Evidence that the Planning Process was utilized to plan project,	The Planning P used to plan th project. Each s fully explained more than 1 pa	ne itep is I; no	Polits
Original Prototype Formula(s) 0-10 points	No prototype formula(s) provided/formula (s) do not fit within the current food product topic	1 2 One or more versions of the prototype and final prototype presented and within the curr food product t	modii final p formu fit prese ent within opic food	3 4 nal, each fied version, and prototype ula(s) are ented and fit n the current product topic, re written poorly	version curren well-w curren topic, a change	5 6 al, each modified a) with the t formula(s) are ritten, fit the t food product and track es from previous	well-v the cu topic, The fi produ repre under	7 8 type formula(s) are vritten, fits within urrent food product and tracks changes. nal formula(s) meet act goals and sents an adequate estanding of scientific ulinary principles		ula(s) are s within d product s changes. la(s) meet nd extensive of scientific	
Product Testing Method 0-10 points	O No evidence of product testing provided	1 2 Product testing does not follov the specification	y spec ons chos appr	3 4 duct testing follov ifications but the sen method was r ropriate for the fo	not	Product was testhree times according to specifications wan appropriate evaluation meth for the focus grows and specifications was appropriate and the form the focus grows are presented.	rith nod oup.	Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	Product was in three times a to specification appropriate e method for the group. Sample method and in professional in grofessional in the string is well implemented	occording ons with an evaluation he focus les of the results are a manner. ck from  -	
Process Storyboard 0-2 points	No process storyboard	<b>0</b> d presented		Limited photogra	1 aphs, co	nfusing arrangem		Appropriate number (r photographs, arranged		ory	
Nutrition Information 0-5 points	<b>0</b> No nutrition information provided	Nutrition inf does not me specificatior requirement	et	2 Nutrition inform is complete (see specifications fo requirements) b most of the information is incorrect	r	3 Nutrition inform is complete (see specifications for requirements) ar the majority of the information is co	r nd	4 Nutrition information is complete (see specifications for requirements) correc Demonstrates an appropriate level of knowledge for participant level	5 Nutrition infi is complete ( specification	formation (see as for ts) and nonstrates d level of for	
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions		nd sanitatio	n precautions OI	R safety	2 ment list is incom and sanitation as are inappropria		The equipment list is c sanitation precautions procedures are descrik	are appropriate.	. ServSafe	
Product Summary 0-2 points	<b>0</b> No product summar	y provided		1 mmary is lacking n and/or is poorly	written	and is well	written	<b>2</b> includes name, target . Sensory evaluation m	ethods are descr		
Actual and Suggested Pricing 0-3 points	<b>0</b> No pricing information		one package inaccurate A	1 of one serving and e is missing or AND suggested pr r inappropriate		Actual cost of on one package is m inaccurate OR su is missing or in a	nissing o uggesteo	or one pack d pricing suggeste	3 ost of one serving kage is accurate; ed pricing is appro		
Appearance 0-3 points	<b>0</b> Display is illegible and	_		1 eat, but contains I or spelling error iized poorly	S	Display is neat, le professional, wit grammar and spe	th corre		3 professional, cor and spelling used ion		

# Food Innovations Rubric Level 3 and 4 (continued)

**Points** 

					Oiiits
	ODUCT PACKAGING			-	
Design	0	1	2	3	
Effectiveness	Suggested product packaging not	Packaging design does not	Packaging design exhibits	Packaging design exhibits creativity and	
0-3 points	provided	exhibit creativity and innovation,	creativity and innovation, and	innovation, and would be effective in	
		and/or would not be effective in	would be effective in	containing, shipping, and storing the	
		containing, shipping, and storing	containing, shipping, and	product. Description of actual materials	
		the product	storing the product	to be used is included	
Marketability	0	1	2	3	
0-3 points	•	ackaging is missing required	Packaging contains all of the	Packaging contains all of the	
o s pomo				5 5	
	•	formation (see specifications)	required information (see	required information (see	
		nd/or lacks visual appeal for the	specifications) and has some visua		
	ir	tended audience	appeal for the intended audience	appeal for the intended audience	
Appearance	0		1	2	
0-2 points	Suggested product packaging not p	rovided Packaging is unprofe	ssional, not of high quality Packa	ging is professional, of high quality,	
		5 5 .		e, and correct grammar and spelling used	
ODAL DDECENT	ATION	, c. co 8.c.	gg	-,	
ORAL PRESENT					
Organization/	0 1	2 3 4	5 6	7 8 9 10	
Delivery	Presentation is not Presentatio	n covers Presentation covers	Presentation gives Prese	ntation covers Presentation covers	
0 – 10 points	done or presented some topic	elements all topic elements	complete inforr	nation all relevant	
	briefly and does not	but with minimal	•	letely but does information with a	
	cover components	information		ow well seamless and logical	
	of the project	mormation	project well	delivery	
Explanation of	0 1	2	3 4	delivery	
Explanation of Product Choice		=	•		
D-5 points	No product Product choice		uct choice Product choice	·	
J-3 points	choice explanation was	explanation was expla	anation was was clear and th	norough. explanation was clear and	
	explanation brief and product	brief but the clear	and thorough. Some evidence	that the thorough. It is evident	
	choice is not	product choice is Prod	uct choice is product choice	was thought that the product choice	
	thought out or	appropriate for appr	opriate for out and approp	riate for was thought out and	
	appropriate for		and audience topic and target	<u> </u>	
	topic and audienc	· · ·	topic and target	topic and target audience	
Knowledge of Food				' '	
Science, Dietetics,	0 1	2	3 4	5	
and Nutrition	Little or no Minimal	•	is evident but Knowledge is evident	ū	
0-5 points	evidence of evidence of	evidence of not effective	rely used in shared at times in	n the incorporated throughout	
o-5 points	knowledge knowledge	knowledge presentation	on, Food presentation, Foo	d the presentation and	
		Science pro	ototype area Science prototype	e area included Food Science	
		not mentio	ned mentioned	prototype area	
Relationship of	0 1		2	3	
Family and	No evidence of Minimal evi	dence Knowledge of relatio	nshin to ECS is good Know	ledge of FCS relationship is evident,	
Consumer Sciences	relationship FCS courses		-		
Coursework and				nal program identified, and both	
Standards	between project and relationship	pathway identified	expla	ned well. FCS career pathways identified	
0-3 points	FCS				
Use of Display and	0 1		2	3	
Visuals during	Display and visuals Display and	visuals Display and visuals in	<del>-</del>	ntation moves seamlessly between oral	
Presentation	not used during used minim			ntation moves seamlessly between oral	
0-3 points			prese	incation and display	
Voice – pitch,	0	1	2	3	
tempo, volume	Voice qualities not used	Voice quality is adequate	Voice quality is good, but	Voice quality is outstanding and	
0-3 points	effectively		could improve	pleasing	
Body Language/	0	1	2	3	
Clothing Choice	Uses inappropriate gestures,	Gestures, posture, mannerisms	Gestures, posture,	Gestures, posture, mannerisms, eye	
0-3 points	posture or mannerisms, avoids eye	and eye contact is inconsistent/	mannerisms, eye contact, and	contact, and clothing enhance	
	contact/inappropriate clothing	clothing is appropriate	clothing are appropriate	presentation	
Grammar/Word	o	4			
	U	1	2	3	
Usage/ Propunciation	Extensive (more than 5)	Some (3-5) grammatical and	Few (1-2) grammatical and	Presentation has no grammatical or	
Pronunciation	grammatical and pronunciation	pronunciation errors	pronunciation errors	pronunciation errors	
0-3 points	errors				
	0 1	2	3 4	5	
	U I			-	
Responses to		r Responded to all	Responded Gave approx	oriate Responses to questions I	
Responses to Evaluators' Questions	Did not answer Unable to answer		Responded Gave appropriately to all responses to	·	
Responses to Evaluators'		r Responded to all questions but without ease or accuracy	Responded Gave appropriate adequately to all questions evaluators' of evaluators' of the control	were appropriate and	

Evaluator's Comments – include two things done well and two opportunities for improvement:

**TOTAL** (90 points possible)



Evaluator Initial \_\_\_\_\_ Room Consultant Initial \_\_\_\_ Evaluator #



Hospitality, Tourism, and Recreation, an individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination. Participant(s) will research existing businesses which are similar to their project, develop basic business plan and client services information, and create a website that highlights the business. Participant(s) will demonstrate their customer service knowledge and ability to problem solve through an onsite case study. Participant(s) must prepare a portfolio, an oral presentation, and complete a case study.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

 Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Hospitality and Tourism career pathway.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INFORMATION								
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	10 minutes/ 10 minutes case study	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### HOSPITALITY, TOURISM, AND RECREATION

# **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio to the event room consultant at the designated participation time.				
	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the portfolio before the presentation begins,			
	during participant set up time			
Participants will be given 10 minutes to complete the case study in a separate case study room				
10 minutes	turn the completed case study form in to evaluators prior to the oral presentation.			
	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.			
10 minutes	Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-			
10 minutes	minute playing time during the presentation. Presentation equipment, with no audio, may be used during the			
	entire presentation.			
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.			

# **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 47 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 58 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🛄	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
0-8	Content Divider Pages or Sections	Use 0 to 8 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

	Project Focus Area	Indicate the area of the project's focus. The project may create a new Hospitality, Tourism, and Recreation focused business or it may rejuvenate an existing one. The project must be relatively local to the participant(s). The project focus area must be one of the following:  • Culinary—Restaurant or Catering  • Lodging—Hotel or Resort  • Recreation—Amusement or Leisure Services and Facilities  • Tourism—City, County, Regional, or State Tourism Organization  • Event Coordination—Organization Providing Corporate Meeting Planning, Conference Services, or Special Events Management
	Focus Area Career Summary	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area, descriptions of entry-level and upper-level jobs, qualifications, skills required and preferred by employers, job outlook, and salary ranges.
	Background Research	Research three examples of high-quality hospitality businesses similar to that of the project's focus. Researched businesses do not have to be local to the participant. Provide an overview of each business and determine at least five positive practices and five negative practices regarding the way each business meets or does not meet the needs and desires of its clients.
	Business Mission Statement	Develop a mission statement for the project's business.
Up to 35	Target Client Profile	Determine the market(s) the business will aim to reach and list target client demographics. Include the reasons potential clients would be interested in the services provided by the business.
8 ½" x 11" pages or 45 slides	Business Website	Provide a comprehensive overview of the business. Participants should demonstrate their knowledge and work in, at least, the topics described below for their respective focus:  Culinary:  • type(s) of cuisine  • menu(s)  • type(s) of service (buffet, plated, stations, carry-out, delivery, etc.)  • pre-meal planning (restaurants-reservations, seating, catering- pre-event client meetings, tastings, etc.)  • cost  • directions  • contact information  Lodging:  • type of atmosphere  • type(s) of guest rooms  • guest amenities and services  • onsite and/or area dining and attractions  • meeting/event space  • cost  • directions  • contact information  Recreation:  • type of activity(s)  • related services and amenities  • required or optional training (e.g. skydiving, golf, etc.)  • safety requirements  • cost  • directions  • contact information

Up to 35 8 ½" x 11" pages or 45 slides (continued)		Tourism:
	Customer Service Strategy	Develop a method for receiving client praise and customer complaints.  Describe the process for disseminating praise to staff and utilizing testimonials. Describe the process for handling customer complaints and preventing problems in the future.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be reliable and current.
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Hospitality, Tourism, and Recreation	Demonstrate thorough knowledge of the hospitality, tourism, and recreational field and ability to apply knowledge to real-life situations, and its application to Family and Consumer Sciences-related concerns.
Use of <i>Portfolio</i> and <i>Visual</i> During Presentation	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

## Hospitality, Tourism, and Recreation Specifications (continued)

Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.
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#### **Case Study**

Participant(s) will be given 10 minutes during competition to complete a written case study to evaluate their ability to respond to customer service/customer relations challenges. The case study will be a common issue directly related to the project focus area selected by the participant(s). Each *individual* or *team* will complete one Hospitality, Tourism, and Recreation Case Study Form which will be turned in to the evaluators prior to the oral presentation. Work will take place within the case study room with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s). Calculators are not allowed in the case study.

Knowledge of Subject	Show evidence of knowledge of subject.
Appropriate Solution(s)	Present solution(s) which are feasible and suitable for the situation.

#### Resources

Participant(s) should use one of the following or a similar service of their choice to design the business/campaign website:

- sites.google.com
- www.wix.com
- www.weebly.com

# FCCLA®

## HOSPITALITY, TOURISM, AND RECREATION

#### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

OOM CONSULTANT C	HECK		<b>Points</b>
Degistration Desket	Picked up by adviser or de	signated adult during scheduled time	
Registration Packet 0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
Double Page	format to the evaluators  0	evaluators  1 2 3	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
0–3 points	Tortiono exceeds the page mine	Portfolio contains no more than 47 single-sided	
		pages or 58 slides completed correctly,	
		including:	
		1 project ID page or slide	
		1 table of contents page or slide	
		1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		Up to 8 content divider pages or slides	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	•
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	
ATING ACHIEVED (circle	•	<b>Bronze:</b> 1-69.99	
ERIFICATION OF FINAL S	CORE AND RATING (please initial)		
valuator 1 Eva			



## HOSPITALITY, TOURISM, AND RECREATION

#### Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO									,	Poin
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate ste the Planning P are presented	rocess steps are p	g Process presented	<b>3</b> All Planning Prosteps are summarized	ocess	4 Evidence tha Planning Pro was utilized t project	cess	5 The Planning Process is used to plan the project. Each step is fully explained	POIII
Project Focus Area 0-1 point		No focus are					1 Focus area i	dentified		
Focus Area Career	0		1			2		40	3	
Summary (Careers, descriptions of entry-level and upper level jobs, qualifications, skills required and preferred job outlook, salary ranges) 0-3 points	Career summary included	was not	Summary was miss more components, minimal knowledge understanding of jo focus area	and showed and	Summary wa component, knowledge a of jobs in the	though s nd unde	showing rstanding	showing	y was complete, substantial knowledge erstanding of jobs in s area	
Background	0	1	2		3		4		5	
<b>Research</b> 0-5 points	No background research provided	Little research done using poor sources, and missing 1- 2 businesses	Research is from appropriate sources, but missing one business	approp covers busine missin requir	rch is from priate sources, three sses, but g some of the ed positive and ve practices for	appro covers busine provice and fir	rch is from priate sources, s three esses, and fully des overview we positive and egative ces for each	bus ove and for effe	earch is from appropriate rces, covers three inesses, fully provides rview and five positive five negative practices each. Information is ectively communicated in organized manner	
Business Mission		0			1				2	
<b>Statement</b> 0-2 points	No business/cam	npaign mission pro	poorly w		nission is provided to convey messa presents			t, and co	mission is concise, well nveys message of what ents	
Target Client Profile 0-2 points	No target client p	<b>0</b> profile provided		client profile	1 is incomplete or		audience ar	nd provid	accurately communicates les sensible reasons for services/business	
Business Website: Comprehensive Overview 0-3 points	Website does no general informat business/campai	t provide ion about	Website partially communicates the general information business/campaign effective manner	about the	Website fully the purpose information business/can adequate ma	and geno about th npaign ir	eral e	the purp comprel business	3 If fully communicates pose and the sive overview of the signalign in an the semanter of the	
Business Website:	0	1	2 3	4	5 6		7 8	3	9 10	
Client Services and Knowledge of Respective Area 0-10 points	Website does no provide information abou client services	5 or more	of the 3-4 of t ices or service uired for require	e is missing he client s or topics d for focus	Website is missing 1-2 c client service topics requir for focus are	of the es or ed	Website inclu topics require the focus are: client services well develope thorough, and effectively communicate potential clien	ed for a, s are ed, d	Website includes all topics required for the focus area, client services are well developed, thorough, and effectively communicated to potential clients. Demonstrates hospitality, tourism and recreational knowledge	
Business Website: Ease of Use 0-2 points	Website is not pr	<b>0</b> rovided	Websit	e is confusin	1 g and difficult to I	navigate	Website effe		2 ommunicates information te	
Business Website:		0			1		•		2	
Appearance and Design 0-2 points	Website is visual	ly appealing	Websit wrong	-	ppealing, but for	the	Website is v clientele	isually ap	pealing for the target	

Customer Service	0	1	2	3	4	5	
Strategy	No customer	Customer service	Developed a	Developed a customer	Developed a	Developed a customer	
O-5 points	service strategy	strategy provided	customer service	ervice strategy for	customer service	service strategy for	
	provided	though poorly	strategy for r	eceiving positive	strategy for receiving	receiving positive feedback,	
	·	thought out	receiving positive f	eedback, criticism, and	positive feedback,	criticism and client	
			01	client complaints.	criticism, and client	complaints. Provides a	
				Provides a process for	complaints. Provides	comprehensive process for	
			•	taff recognition, though	a process for staff	staff recognition, utilization	
				no plan for preventing	recognition and	of testimonials, and	
					•	·	
			ı	uture problems	prevention plan for future problems	prevention plan for future problems	
March a Chard /			1	2	ruture problems	3	
Vorks Cited/	<b>0</b> No resources listed	J			ht:		
Bibliography	No resources listed		irces are incomplete, not		•	ete list of current and	
–3 points			nt, or not reliable for	style (see style she	,	e resources, in MLA or APA	
		proje			style (s	ee style sheet)	
ppearance	0		1	2		3	
–3 points	Portfolio is illegible		olio is neat, but may conta	· ·	•	gible, professional, correct	
	unorganized	gramı	matical or spelling errors	professional, with	•	r and spelling used with	
		and is	organized poorly	grammar and spell	ing effective	e organization of information	
ORAL PRESENT	ATION						
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not						
– 10 points	done or presented		all topic element	•	information	all relevant	
•	briefly and does no	st some topic		· · · · · · · · · · · · · · · · · · ·			
	cover components	elements	but with minima			information with a	
	of the project		information	not explain the	does not flow we		
				project well		delivery	<u> </u>
(nowledge of	0	1	2	3	4	5	
Subject Matter	Little or no	Minimal	Some evidence of	Knowledge of	Knowledge of	Knowledge of subject	
0-5 points	evidence of	evidence of	knowledge	subject matter is	subject matter is	matter is evident and	
	knowledge	knowledge		evident but not	evident and shared	incorporated	
	=	•		effectively used in	at times in the	throughout the	
				presentation	presentation	presentation	
Jse of Portfolio and	0	1	2	3	4	5	1
isuals during	Portfolio and	Portfolio and	Portfolio and	Portfolio and visuals	Portfolio and visuals	-	
Presentation	visuals not used	visuals used to		incorporated	used effectively	seamlessly between	
)-5 points	during presentation				,	•	
	uuring presentation				throughout	oral presentation,	
falsa witch accord		time	presentation	presentation	presentation	portfolio and visuals	<u> </u>
/oice – pitch, tempo, /olume	0	and the second	1	2		3	
)-3 points	Voice qualities not	usea Voi	ce quality is adequate	Voice quality is go		quality is outstanding and	
	effectively			improve	pleas		<u> </u>
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate g	•	stures, posture, manneris		, mannerisms, Gestu	ures, posture, mannerisms,	
0-3 points	posture or mannerisi		I eye contact is inconsiste	nt/ eye contact, and o	clothing are eye c	ontact, and clothing	
	contact/inappropriat	e clothing clot	thing is appropriate	appropriate	enha	nce presentation	
Grammar/Word	0		1	2		3	
Jsage/	Extensive (more than	n 5) Son	ne (3-5) grammatical and	Few (1-2) gramma	atical and Prese	entation has no grammatical	
ronunciation	grammatical/pronun	,	nunciation errors	pronunciation err		onunciation errors	
-3 points		•			<u>'</u>		
Responses to	0	1	2	3	4	5	
valuators'	Did not answer	Unable to	Responded to all	Responded	Gave appropriate	Responses to questions	
Questions	evaluators'	answer some	questions but with	out adequately to all	responses to	were appropriate and	
1-5 points	questions	questions	ease or accuracy	questions	evaluators' questions	given without hesitation	
CASE STUDY					<u></u>		
(nowledge of	0	4	3	3	4	r	
inowledge of Subject	0 No soco study	1	Coso study rospo		4	5	
-5 points	No case study	Case study is	Case study respond				
- po	provided	incomplete	did not show	included a limited			1
			evidence of curr				
			data and knowle	0 4444 4114 11110 11110	ge data and knowled	lge data and knowledge	
Appropriate	0	1	2	3	4	5	
olutions	No case C	ase study is So	lution was not Sol	ution was Solution	n was partially Soluti	on was feasible and	
)- 5points	study ir	ncomplete fea	asible or ade			priate for the situation, with	
	provided	•		•	•	step of action apparent and	
	•		uation	situatio		ommunicated	
		310		SitudtiO	Well C	ommunicated	1
		ngs done		Evaluator #			
uator's Commont	s — includo turo this			Evaluator #			
uator's Comments	s – include two this	65 40.1.0		<u></u>			
uator's Comments		_	F	valuator Initial		TOTAL	
	s – include two this nities for improver	_	E	valuator Initial		TOTAL nts possible)	



## HOSPITALITY, TOURISM AND RECREATION

## Case Study Form

Name of Participant(s) _			
Chapter		State	Level _
	•	,	neir ability to respond to customer I form to evaluators prior to the oral
Level (choose one):	☐ Level 2 (grades 9-10)	☐ Level 3 (grades 11-12)	☐ Level 4 (Postsecondary)
Project Focus (choos	e one):  Culinary  Lourism	dging ☐ Recreation☐ Event Coordination	
Using the case study response?	provided for the project foc	us selected above, what step	s would you take in



## **Instructional Video Design**



Instructional Video Design, an individual or team event, recognizes participants who demonstrate their knowledge, skills, and abilities to research, plan, and create an instructional video to deliver content as part of a lesson or unit of instruction.

**Preliminary Round:** Participants must prepare an instructional video and project components.

National Leadership Conference: Fifteen (15) entries will be invited to present their instructional video, project components, and an **oral presentation**, at the National Leadership Conference. Only entries with scores of 70 or above will be eligible for National Leadership Conference consideration.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10

Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

1. Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.

2. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.

- 3. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required.
- 4. The use of inappropriate music, graphics, or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane, or explicit.
- 5. The use of copyrighted music, photographs, or graphics in the digital video may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
- 6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.

GENERAL IN	GENERAL INFORMATION									
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time		
1-3	Instructional Video, Project Components, Oral Presentation (NLC)	Table – yes Laptop, Internet Connection, Electrical Access - yes	Official dress -or- Professional dress appropriate to event	5 minutes		1-min. warning at 4 min.; stopped at 5 min.	5 minutes	25 minutes		

<b>PRESENTAT</b>	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
*								*	*

<sup>\*</sup> As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Presentation Equipment, or Visuals other than the presentation of the digital story are allowed.

#### INSTRUCTIONAL VIDEO DESIGN

### Procedures and Time Requirements: Preliminary Round – Projects Due February 1

Participants create	Participants create an instructional video as part of a lesson or unit of instruction. The course or topic may be of the student's					
•	choosing, but must meet local school district standards for appropriateness and be approved by the FCCLA chapter adviser.					
5 minutes The total running time of the instructional video must be no longer than five (5) minutes in length, to include the						
	title and credits.					
Projects must be p	posted on the school/chapter website. Posted components include: instructional video(s) with copyright notice,					
video worksheet,	video worksheet, project identification page, project summary, and FCCLA Planning Process summary page. The video(s) must be					
embedded on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project						
components must be able to be opened in Microsoft Word or in PDF format.						

### **Entry Submission for Preliminary Round Competition**

Preliminary Round entries will be submitted no later than 5:00 p.m. EST, February 1 in the FCCLA Adviser Portal. An entry fee will be required. Projects must be ready for evaluation at that time, and no changes may be made to until March 15

#### **Procedures and Time Requirements: National Leadership Conference Competition**

- 1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- 2. To prepare for the National Leadership Conference presentation, participants are encouraged to update their presentation based upon Preliminary Round evaluation feedback. Changes may be made after March 15.
- 3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.
5 minutes	Participants will play their instructional video for the evaluators. The total running time of the instructional video may be up to 5 minutes in length. If creating a micro-video series, the series may not exceed 5 minutes. Videos will be
3 minutes	stopped at 5 minutes.
5 minutes	Participants must include an oral presentation which may be up to 5 minutes in length. A one-minute warning will be
5 illillutes	given at 4 minutes. The participants will be stopped at 5 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website
5 Illillutes	and/or video(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

## **Specifications**

#### Website

Projects must be posted on the school/chapter website. Posted components include: instructional video with copyright notice, video worksheet, *project identification page*, FCCLA *Planning Process* summary page. The video should be embedded on the website. The other required project components must be able to be opened in Microsoft Word or in PDF format.

1-8 ½" x 11" page	Project Identification Page	Plain paper, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.  Must be posted on the website in Microsoft Word or PDF format.
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in Microsoft Word or PDF format. For National Leadership Conference Participants Only: use of the <i>Planning Process</i> must also be described in the oral presentation.

## Instructional Video Design Specifications (continued)

1	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission on the website.
As Needed	Video Worksheet	Using the provided template, participants develop a detailed video worksheet for the <i>instructional video</i> project. Must be posted on the website in Microsoft Word or PDF format.

#### **Instructional Video**

Participants create an instructional video as part of a lesson or unit of instruction. The course or topic may be of the student's choosing, but must meet local school district standards for appropriateness and be approved by the FCCLA chapter adviser. The instructional video may be one of the following: a series of micro-videos, a tutorial video, a training video, a screencast, or a presentation/lecture video. The total time of the video(s) may not exceed 5 minutes. The instructional video may be produced using video creation tools of the participants' choice, but must be posted online to the website and must be available for viewing online. Do <u>not</u> provide a video download.

Introduction	Create an introduction that is engaging and clearly states video objective(s).
Content	Content reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed.
Design	Video contains at least three key topics or steps. Instruction is clear, concise, and easy to follow. Video follows storyboard/scripting. Instruction is appropriate for intended age group.
Technical Quality	Editing and production provides good sound quality, volume, and clear images. Transitions, if used, are smooth and do not detract from the video.
Communication	Spelling, word choice, and grammar are used correctly. Tone and pace of narration is appropriate.  Music, if used, is original or licensed for reuse. Visuals, if used, enhance communication.
Ending	Bring closure to the video and provide direction for the viewer to apply knowledge, reflect, or call to action.
Works Cited/Bibliography	All work is original, or copyright permissions are included; only items licensed for reuse are used.  Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used—www.creativecommons.org.

## For National Leadership Conference Participants ONLY Oral Presentation

Following the viewing of the *digital story* presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research, and impact of project on participant(s).
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.

## Instructional Video Design Specifications (continued)

Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## INSTRUCTIONAL VIDEO DESIGN—Preliminary Round

## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

WEBSITE CONTEN	NT – DOCUMENTA	ATION					Poi
Project Identification Page O or 4 points	Project Identificati	<b>0</b> on Page is missing, is not comion	pleted, or includes	•	4 Page is present, contains pa ate, event name, and projec		
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission O or 1 point		<b>0</b> Not provided		Signed proof	1 of submission from the onli	ne form is included	
<b>Video Design</b> <b>Worksheet</b> 0-15 points	<b>0</b> Not included	1 2 3 Worksheet planning is very limited and missing multiple components	4 5 6 Represents some planning but provided limited or unnecessary information	7 8 9 Represents adequate planning but some information is missing	10 11 12 Represents good planning with information in all fields. All elements are appropriate for project and audiences	13 14 15 Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience	
VIDEO CONTE	NT						
Introduction 0-10 points	<b>0</b> No obvious introduction	1 2 Introduction not relevant or appropriate for the presentation	3 4 Introduction not effective in capturing attention, and did not state objectives	5 6 Captured attention, but did not state learning objectives	7 8 Mostly engaging and states learning objectives	9 10 Original, engaging, clearly states learning objectives	
Content 0-15 points	O Content does not relate to learning objectives	1 2 3 Flawed understanding of content, may present inaccurate or incomplete information	4 5 6 Limited support of learning objectives and information is inconsistent	7 8 9 Somewhat supports learning objectives. Information is appropriate, accurate, bias-free, but not current	10 11 12 Mostly supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	13 14 15 Reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0-10 points	O Does not follow storyboard/script ing and is not appropriate for intended age group	1 2 Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness	3 4 Contains 2 topics or steps than three topics, difficult to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	5 6 Contains 3 topics or steps, somewhat clear to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	7 8 Contains 3 topics or steps, instruction is clear and easy to follow. Mostly follows storyboard/ scripting. Appropriate for intended age groups	9 10 Contains 3 or more topics or steps. Instruction is clear, concise, and easy to follow. Follows storyboard/ scripting. Appropriate for intended age group	
<b>Technical Quality</b> 0-10 points	<b>0</b> No editing is evident	1 2 Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes	3 4 Editing and production do not enhance or are overused. Duration is over 5 minutes	5 6 Editing and production are appropriate but some mistakes are noticeable. Does not exceed 5 minutes	7 8 Good editing and production, sound quality, volume and images. Effects	9 10  Excellent editing and production, sound quality, volume and images. Use of effects supports the project. Does not exceed 5 minutes	
Communication 0-10 points	<b>0</b> No images, text, or sound used	1 2 Communication choices and errors distract rather than enhance project, items not licensed for reuse	3 4 Communication choices do not enhance project and licensing is questionable	5 6 Communication choices mostly enhance the project and are licensed for reuse	7 8 Communication choices are appropriate for the project and are original or licensed for reuse	9 10 Spelling, word choice, grammar, narration and visual enhance the project and are original or licensed for reuse	
<b>Ending</b> 0-10 points	<b>0</b> Abrupt, weak or video simply stops	1 2 Does not provide closure	3 4 Somewhat developed but closure does not provide direction for viewer	5 6 Closure and directions are unclear	7 8 Provides closure but direction is somewhat unclear	9 10 Well-developed closure and provides direction to apply knowledge, reflect or call to action	

## Instructional Video Design Rubric (continued)

<b>Documentation</b> 0–5 points	O Sources are cited but no permissions for using copyrighted work is included	1 Copyright is questionable and source list is incomplete	Copyright is questionable and sources are in inconsistent format	Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format	5 Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
<b>Licensing</b> 0 or 5 points	The	<b>0</b> video was not licensed by th	ne participant	A Creative Comi	<b>5</b> mons license or copyright state	ement is included in the	

Evaluator's Comments:	
PRELIMINARY ROUND TOTAL	
(100 points possible)	



## INSTRUCTIONAL VIDEO DESIGN National Leadership Conference Only

## **STAR Events Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Category
	ation at top is correct. If a student na write "No Show" across the top and		· , ,	
	presentation, verify evaluator scores erification. Place this form in front o er.			
•	tition in the room, double check all so s by team order and turn in to the Lea		m numbers to ensure	
4. Check with the Lead	Consultant if there are any questions	regarding the evaluat	ion process.	
ROOM CONSULTANT C		destanted adult destant	and and all and Alice	Points
Registration Packet 0 or 3 points	No <b>0</b>	designated adult during Yes	scheduled time	
Event Online	0		2	
Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentat time and signed by a	ion provided at presentation adviser	
Punctuality	0		1	
0–1 point	Participant was late for presentation	Participant was on t	ime for presentation	
<b>EVALUATORS' SCORES</b>			ROOM CONSULTANT TOTA	L
Evaluator 1	Initials		(6 points possible	)
Evaluator 2	Initials	Α	VERAGE EVALUATOR SCOR	E
Evaluator 3	Initials	_	(134 points possible	)
Total Score	divided by number of evaluators		FINAL SCOR	Ε
	= AVERAGE EVALUATOR SCORE /	(	Average Evaluator Score plu	s

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99

Rounded only to the nearest hundredth

(i.e. 79.99 not 80.00)

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

Room Consultant Total)

**RATING SCORE PERCENTAGE** 

FINAL SCORE divided by 140 possible points =



## INSTRUCTIONAL VIDEO DESIGN National Leadership Conference Only

## Rubric

Name of Particip	ant						
Chapter			State	Team #	Station #	Level	_
WEBSITE CONTEN	IT – DOCUMENTA	ATION					Points
Project Identification Page 0 or 4 points		<b>0</b> on Page is missing, is not com	pleted, or includes	-	4 Page is present, contains parete, event name, and project	· ·	
FCCLA Planning Process Summary Page 0–5 points Evidence of Online	Planning Process summary not provided	Inadequate steps in the Planning Process are presented  0	2 All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Project Summary Submission 0 or 1 point		Not provided		Signed proof	of submission from the onli	ne form is included	
Video Design Worksheet 0-15 points	<b>0</b> Not included	1 2 3 Worksheet planning is very limited and missing multiple components	4 5 6 Represents some planning but provided limited or unnecessary information	7 8 9 Represents adequate planning but some information is missing	10 11 12 Represents good planning with information in all field. All elements are appropriate for project and audiences	13 14 15 Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience	
VIDEO CONTEN	NT						
Introduction 0-10 points	<b>0</b> No obvious introduction	134 2 Introduction not relevant or appropriate for the presentation	3 4 Introduction not effective in capturing attention, and did not state objectives	5 6 Captured attention, but did not state learning objectives	7 8 Mostly engaging and states learning objectives	9 10 Original, engaging, clearly states learning objectives	
Content 0-15 points	O Content does not relate to learning objectives	1 2 3 Flawed understanding of content, may present inaccurate or incomplete information	4 5 6 Limited support of learning objectives and information is inconsistent	7 8 9 Somewhat supports learning objectives. Information is appropriate, accurate, bias- free, but not current	10 11 12 Mostly supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	13 14 15 Reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0-10 points	O Does not follow storyboard/script ing and is not appropriate for intended age group	Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness	Contains 2 topics or steps than three topics, difficult to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	5 6 Contains 3 topics or steps, somewhat clear to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	7 8 Contains 3 topics or steps, instruction is clear and easy to follow. Mostly follows storyboard/ scripting. Appropriate for intended age groups	9 10 Contains 3 or more topics or steps. Instruction is clear, concise, and easy to follow. Follows storyboard/ scripting. Appropriate for intended age group	
Technical Quality 0-10 points	<b>0</b> No editing is evident	Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes.	3 4 Editing and production do not enhance or are overused. Duration is over 5 minutes.	5 6 Editing and production are appropriate but some mistakes are noticeable. Does not exceed 5 minutes.	7 8 Good editing and production, sound quality, volume and images. Effects support project. Does not exceed 5 minutes.	9 10  Excellent editing and production, sound quality, volume and images. Use of effects supports the project.  Does not exceed 5 minutes.	
<b>Communication</b> 0-10 points	<b>0</b> No images, text, or sound used	134 2 Communication choices and errors distract rather than enhance project, items not	3 4 Communication choices do not enhance project and licensing is	5 6 Communication choices mostly enhance the project and are licensed for	7 8 Communication choices are appropriate for the project and are original or licensed for reuse	9 10 Spelling, word choice, grammar, narration and visual enhance the project and are original	

reuse

or licensed for reuse

questionable

licensed for reuse

## Instructional Video Design Rubric (continued)

Ending 0-10 points	Abrupt, weak or video simply stops	Does not provide closure	3 4 Somewhat develo but closure does r provide direction viewer	not directions are for unclear	Provides closur direction is son unclear	•	
<b>Documentation</b> 0–5 points	Sources are cited but no permissions for using copyrighted work is included	Copyright is questionable and source list is incomplete	Copyright is questionable an sources are in inconsistent for	permissions are	included for all	ns are copyright statements with permissions granted are included	
O or 5 points		video was not licensed b	y the participant	A Creative C video	Commons license or co	5 pyright statement is included in the	
ORAL PRESENT	ATION						Points
Organization/	0	134 <b>2</b>	3 4	5 6	7 8	9 10	
Delivery 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and	
Knowledge of	0	1	2	3	4	5	
Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 Not included	1 Minimal evidence FCS coursework relationship	Some knowledge of relationship to FCS coursework	3 Knowledge of FCS coursework but not shared	Knowledge of relationship to FCS is evident and shared	5 Knowledge of FCS relationship is evident and explained well	
Voice – pitch,	0		1	2		3	
tempo, volume 0-3 points	Voice qualities not use effectively	ed Voice qu	uality is adequate	Voice quality is good improve	d, but could Voi	ice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerism eye contact/inappropr clothing	s, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture, meye contact, and close appropriate	thing are cor	3 stures, posture, mannerisms, eye ntact, and clothing enhance esentation	
Grammar/Word	0		1	2		3	†
Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronterrors		-5) grammatical and ciation errors	Few (1-2) grammation pronunciation errors		esentation has no grammatical or onunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Eval	luator's	Camm	ontci
rva.	III ator s	Lomm	ents:

TOTAL (134 points possible)					
Evaluator #					
Evaluator Initial					
Room Consultant Initial					

## **Instructional Video Design Worksheet**



One worksheet per video. If creating a micro-video series, use one worksheet for each video in the series.

Title of Video and Topic:	
Micro-video SeriesTutorialTrainingScre	encastPresentation/Lecture
Grade or Target Age Group Level:	
Video Duration (Maximum 5 minutes, if creating a micro-vide	eo series, series must not exceed 5 minutes):
FCCLA Integration (National Programs, Competitive Events, N	Meetings/Events, if applicable):
Video Learning Objective(s):	
National Family and Consumer Sciences Standards (or other	s as appropriate):
Career Readiness Practices (Select all that apply):	
<ul> <li>Act as a responsible and contributing citizen and employee</li> <li>Apply appropriate academic and technical skills</li> <li>Attend to personal health and financial well-being</li> <li>Communicate clearly and effectively and with reason</li> <li>Consider the environmental, social and economic impacts of decisions</li> <li>Demonstrate creativity and innovation</li> <li>Employ valid and reliable research strategies</li> </ul>	<ul> <li>Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals</li> <li>Use technology to enhance productivity</li> <li>Work productively in teams while using cultural global competence</li> </ul>
Materials Needed to Create Video:  Instructional Strategies:	

Page 1

Key Topic/Step 1:
Timeframe:
Storyboard/Scripting (media/images/notes):
Key Topic/Step 2:
Timeframe:
Storyboard/Scripting: (media/images/notes):
Key Topic/Step 3:
Timeframe:
Storyboard/Scripting (media/images/notes):
Summary/Ending (summary of key learning, next steps for viewer, and call to action for viewer):
Application or Assessment of Learning:
Source (If Applicable: cite any published or copyrighted materials used in this video):
Source (II Applicable: cite any published of copyrighted materials used in this video).
Additional Notes:





Interior Design, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design spaces to meet client needs. In advance, participants will create design deliverables addressing the specifics of the design scenario. Participants must prepare a *file folder*, an **oral presentation**, and *visuals*.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or employment in the Visual Arts and Design career pathway.



- 3. The design scenario that all participants must base their design will be available in the FCCLA Adviser Portal and Student Portal by October 1.
- To purchase the NBKA Kitchen and Bathroom Planning Guidelines with Access Standards, 2<sup>nd</sup> Edition eBook, visit www.nkba.org.

- 5. A 3-D model can be added to the floor plan board <u>if</u> there is room on the board in addition to the floor plans. The model would supplement the event requirements. Additions should only be considered if the student designer has extra time and the requirements are fulfilled **no additional points will be earned.** Under "Presentation to Clients" no other visuals or audiovisual equipment will be permitted. Participants should only be presenting the boards as described in the event specifications.
- 6. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 7. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File Folder, Visuals, Oral Presentation	Table – Yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
									*

<sup>\*</sup> Visuals are design and sample boards only.

#### INTERIOR DESIGN

## **Procedures and Time Requirements for Competition**

Each entry will	submit a file folder with required documents to the event room consultant at the designated participation time.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10	Room consultants and evaluators will have 10 minutes to preview the file folder and display boards before each
10 minutes	presentation begins.
	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes.
	Participants will be stopped at 15 minutes. If audio or audiovisual recordings are used, they are limited to a 3-
15 minutes	minute playing time during the presentation. The oral presentation is a time for the participant(s), in the role of
	student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is
	intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation.
C minutes	Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-
5 minutes	minute follow- up interview as evaluators and participant(s).
C minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. File folders will
5 minutes	be returned to participants at the end of scoring.

## **Specifications**

#### File Folder

Participant(s) will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name(s), and state.

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and title of project.
FCCLA <i>Planning Process</i> the Summary Page	One 8 ½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop Interior Design project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>file folder</i> .
Client Invoice	Create a client invoice, using the online template, to include costs for billable hours, five (5) furnishings/fixture samples as specified in the design scenario, and floor treatment. Additional information may be included on the invoice, but is not required. The client invoice must be on a single, one-sided sheet of 8 ½" x 11" paper.

#### **Board Specifications**

Each *individual* or *team* will prepare two to three single-sided presentation boards—one to display the design overview (Design Board) and one to two to display the interior design elements intended to meet the needs of the clients as stipulated in the Interior Design Scenario on the FCCLA national website (Samples Board). *Easels* may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted on foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, and state.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

## Interior Design Specifications (continued)

#### Design

Each individual or team will design spaces as indicated by the Interior Design Scenario, found in the STAR Events resources section of the FCCLA national website.



Floor Plan	Develop a floor plan that is correctly drawn to a consistent ¼"=1' scale, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
NKBA Planning Guidelines	Follow NKBA Planning Guidelines as indicated in the Design Scenario.
Specified Elevation	Create a 2-D, full color, elevation or 3-D perspective for the space specified in the Interior Design Scenario with a ½"=1' scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Boards.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and the state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

#### **Presentation to Clients**

The presentation to clients may be up to 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.			
Knowledge of Interior Design	Demonstrate thorough research and knowledge of interior design.			
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industr standards including knowledge of the NKBA Planning Guidelines where appropriate.			
Use of <i>Display</i> Boards	e the design boards effectively during the presentation.			
Voice	Speak clearly with appropriate pitch, tempo, and volume.			
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.			
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.			
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.			



#### **INTERIOR DESIGN**

#### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	ECK				Points		
Registration Packet	Picked up by adv	iser or de	signated adult duri	ing scheduled time			
0 or 3 points	No <b>0</b>		Ye	es <b>3</b>			
Event Online	0			2			
Orientation	Official documentation not pro	vided	Official documer	ntation provided at presentation			
Documentation	at presentation time or signed	by	time and signed	by adviser			
0 or 2 points	adviser						
File Folder	0	1		4			
0–4 points	Portfolio exceeds the page		er presented	File Folder is presented with			
	limit	with inc		correct labeling and sufficient			
		-	/insufficient Is for evaluators	evaluators material			
			<ul> <li>Project ID page</li> <li>Planning Process summary</li> <li>Project Summary</li> </ul>				
		content	.,	Submission Proof			
				Client Invoice			
Punctuality	0						
0–1 point	Participant was late for presen	tation	n Participant was on time for presentation				
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL			
Evaluator 1	Initials			(10 points possible)			
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE			
Evaluator 3	Initials			(90 points possible)	•		
Total Score	divided by number of evaluato	rs	FINAL SCORE				
	= AVERAGE EVALUATOR SCOR	E					
	Rounded only to the nearest hund	redth (i.e. 7	79.99 not 80.00)	Room Consultant Total)	•		
RATING ACHIEVED (circle or VERIFICATION OF FINAL SCO	ne) Gold: 90-100 Silver: DRE AND RATING (please initial)	70-89.99	Bronze: 1-69	.99			
Evaluator 1 Evalu	uator 2 Evaluator 3	Adu	ılt Room Consultant_	Event Lead Consultant			



## **INTERIOR DESIGN**

## Rubric

FILE FOLDER CONTENTS FCLIA Planning Process Summary Page Planning Process Summary Page O-5 points  No client invoice provided No								Paders of America
FILE FOLDER CONTENTS FCCIA  O 1 1 2 3 All Planning Process summary row summary row provided single process are presented but not summarized but not summarized steps are greatered but not summarized steps are greatered but not summarized but not summarized steps are greatered but not summarized summarized steps are greatered but not summarized summarized steps are greatered but not summarized steps are greatered but not summarized summ							ant	Name of Particip
FCCLA Planning Process   Planning Process   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process		Station # Level		Team #	State			Chapter
FCCLA Planning Process   Planning Process   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process   Summary Page   Planning Process	Points						TENTS	FILE FOLDER CON
Planning Process   Summary Page	1 011163			2	2	4		
O-3 points  No client invoice provided page  BOARD SPECIFICATIONS  Type of Board O O O O O O O O O O O O O O O O O O O		he The Planning Process is ss used to plan the plan project. Each step is	Evidence that t Planning Proce was utilized to	All Planning Process steps are	All Planning Process steps are presented	Inadequate steps in the Planning Process	Planning Process III summary not t	Planning Process Summary Page
BOARD SPECIFICATIONS  Type of Board		2-3		1		0	0	Client Invoice
Type of Board   O			•	·	contains errors; or exc	nvoice provided		•
Principles   Principles of Board Layer   Poarm, and, or mat						•	CATIONS	
Color   Another color board used   Solid white or black board used   So						-		**
Point   Poi		ı foam used	m, mat, or mat or	Foa	ed	Another type of board use	Anoth	0-1 point
Size			1			0		Color
0-1 point   Board larger than 22" x 30"   1   1   1   1   1   1   1   1   1		ooard used	lid white or black	Sol	d	Another color board used	Anot	0-1 point
Business Card   O-1 point   Does not fully meet specifications   Fully meets size/contents specifications   Content			1			0		Size
Does not fully meets size/contents specifications   1   2   3   3   1   3   3   3   3   3   3   3		d 22" x 30"	ard did not excee	Bo	)"	Board larger than 22" x 30	Board	0-1 point
Same   Same			1			0		Business Card
Overall O.3 points Planting or unantity is below or above an appropriate but or quantity is below or above an appropriate but on to overly effective illustrations are appropriate but not overly effective illustrations.  Overall O.3 I 2 3 4 5 6 Great visual appeal, very effective effective effective effective effective.  DESIGN  Scaled Room Floor Did not appear to use any scale and 0-1 0 1 2 3 4 5 6 7 8 9 10  Plan O.3 points O 1 2 3 4 5 6 7 8 9 10  Plan O.3 points O 1 2 3 4 5 6 7 8 9 10  Puriture O 1 1 2 3 4 5 6 7 8 9 10  Arrangement O-3 points Poorly arranged, both form and function functio		s specification	neets size/content	Fully m	tions	oes not fully meet specificat	Does not	0-1 point
Overall 0 1 1 2 3 Great visual appeal or quantity is below or above an appropriate amount    Coverall   O		3		2	1		0	Illustrations
Companies   Comp		· · · · ·			ry is below or above an	or quantity	No illustrations used	0-3 points
DESIGN   DESIGN   DESIGN   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not appear to use any scale and 0-10 points   Did not adhere to NKBA Planning Guidelines   Did not adhere t		3		2	1		0	Overall
Scaled Room Floor Plan   Did not appear to use any scale and no 1   2 3 4 5 6   7 8 9 10				Some visual appeal	risual appeal	eal Minimal vi	Lacking in visual appeal	
Plan 0-10 points       Did not appear to use any scale and one architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn architectural features shown and drawn features shown and drawn correctly         Furniture Arrangement O-3 points       No furniture arrangement shown function       Poorly arranged, both form and function       Good form OR function, not both function, not both function       Well-arranged for form and function         NKBA Planning Guidelines O-1 point       Did not adhere to NKBA Planning Guidelines       Correctly followed NKBA Planning Guidelines where appropriate in design         Specified Elevation O-1 point       O       1       2-3       4         Specified Elevation O-4 points       No elevation done       Incorrect scale used       Somewhat well-done/effective using wing ½" scale       Well-done, very effective using Will scale wing wing ½" scale         Samples O-3 points       O       1       2       3       3         Principles of Design O-3 points       O       1       2       3       3       4         Principles of design not applied only minimally       Principles of design applied only minimally       Most principles of design applied consistently.       Principles of design applied consistently         Originality of Design								DESIGN
O-10 points   architectural features shown   architectural features shown   and drawn   features shown   and sawn   features shown   and drawn   features shown   feature		8 9 10	7	4 5 6	2 3	1	0 1	Scaled Room Floor
O-10 points   architectural features shown   architectural features shown and drawn   features shown and drawn correctly		onsistently. All architectural	¼" scale used c	consistently. Some	1/4" scale used, but not	e any scale and no	Did not appear to use any s	Plan
Furniture 0 1 2 3 Arrangement No furniture arrangement shown 0-3 points Poorly arranged, both form and function Guidelines O-1 point Specified Elevation 0-4 points No elevation done Poorly arranged by the principles of Design 0-3 points Principles of design not applied Principles applied only minimally Originality of Design 0-1 point Specified	İ	•		•	•	•		0-10 points
Arrangement 0-3 points		•					0	Furniture
0-3 points     function     function       NKBA Planning Guidelines 0-1 point     Did not adhere to NKBA Planning Guidelines 0-1 point     Correctly followed NKBA Planning Guidelines where appropriate in design       Specified Elevation 0-4 points     No elevation done     1     2-3     4       0-4 points     No elevation done     Incorrect scale used     Somewhat well-done/effective using %" scale using %" scale using %" scale using %" scale will will will be using %" scale using %" scale using %" scale using %" scale       Samples     0     1     2     3       0-3 points     No samples provided     Some samples, not all, provided coordinated     Some well-chosen, but not well coordinated coordinated     Well-chosen and coordinated coordinated       Principles of Design 0-3 points     0     1     2     3       Originality of Design     0     1     2     3       Originality of Design     0     1     2     3       Originality of Design     0     1     2     3		ell-arranged for form and	not both W	=	anged both form and	ment shown Poorly arra	No furniture arrangement s	
NKBA Planning Guidelines 0-1 point  Specified Elevation 0-4 points  No elevation done  No samples provided  Principles of Design 0-3 points  Orrectly followed NKBA Planning Guidelines Correctly followed NKBA Planning Guidelines where appropriate in design  1 2-3 4  Well-done, very effective using %" scale using %" scale using %" scale using %" scale  Some what well-done/effective using %" scale  Well-done, very effective using %" scale  Some well-chosen, but not well coordinated coordinated  Principles of Design 0-3 points Principles of design not applied Principles applied only minimally Originality of Design 0 1 2 3 Principles of design applied consistently Originality of Design 0 1 2 3 Principles of design applied consistently  Principles of Design 0 1 2 3 Principles of design applied consistently		· ·			angea) 2001 10111 and		no ranneare arrangement	•
Specified Elevation 0 1 2-3 4  0-4 points No elevation done Incorrect scale used Somewhat well-done/effective using ½" scale wing ½" scale wing ½" scale  Samples 0 1 2 3  0-3 points No samples provided Some samples, not all, provided coordinated  Principles of Design 0 1 2 3  0-3 points Principles of design not applied Principles applied only minimally Originality of Design 0 1 2 3  Originality of Design 0 1 2 3  Originality of Design 0 1 2 3  Originality of Design 0 1 2 3  Originality of Design 0 1 2 3  Originality of Design 0 1 2 3  Originality of Design 0 1 2 3			1	Correctly followed NKB		0	Did not adhere to NKBA Pla	NKBA Planning
O-4 points  No elevation done  Incorrect scale used  Somewhat well-done/effective using ½" scale  Samples  O-3 points  No samples provided  Principles of Design O-3 points  Originality of Design Originality of Design O-4 points  No elevation done Incorrect scale used Incorrect scale used Somewhat well-done/effective using ½" scale  2 3 Well-chosen and coordinated coordinated  Well-chosen and coordinated Principles of design not applied Principles applied only minimally Originality of Design O-4 points  No elevation done Incorrect scale used Somewhat well-done/effective using ½" scale  2 3 Well-chosen and coordinated Principles of design applied consistently Originality of Design O-3 points  O-4 points O-5 points O-6 points O-7				design				0-1 point
0-3 points No samples provided Some samples, not all, provided coordinated coordinated  Principles of Design 0-3 points Principles of design not applied Principles applied only minimally Originality of Design 0 1 2 3 Principles of design applied consistently  Originality of Design 0 1 2 2 3 Principles of design applied consistently  Originality of Design 0 1 2 3 3 Principles of design applied consistently		, ,		Somewhat well-done/e	=	Incorrect s	•	•
Principles of Design 0-3 points     0 principles of design not applied     1 principles applied only minimally     2 principles of design applied only minimally     Most principles of design applied only minimally     Principles of design applied only minimally       Originality of Design     0     1     2     3	1	3		2	1		•	
0-3 points Principles of design not applied Principles applied only minimally Most principles of design applied Principles of design applied Consistently  Originality of Design 0 1 2 3		ell-chosen and coordinated	not well We	•	nples, not all, provided	d Some sam	No samples provided	0-3 points
		nciples of design applied		<del>=</del>	-	not applied Principles	<del>-</del>	
0-3 points Little evidence of originality Some evidence of originality Contains both creative elements and Highly original design "copies"		<u> </u>	elements and Hig	Contains both creative e	1 dence of originality	ginality Some evid	<b>0</b> Little evidence of originality	Originality of Design 0-3 points
Thoughtfulness of 0 1 2 3		3	·		1	·	0	Thoughtfulness of
Design Design shows no consideration of Some evidence of consideration Design meets clients' space needs Design meets clients' space		•					•	Design
0-3 points clients' space needs of clients' needs or design style but does not reflect design style needs and design style	<u> </u>	eds and design style	sign style ne			of clients'	· · · · · · · · · · · · · · · · · · ·	
Responsible Design  O-3 points  Design shows no consideration for the safety, healthy or welfare of the client or environment  Design shows evidence that the clients' safety and health were considered and environmentally materials and services and responsible products were researched  Design incorporates some environmentally responsible materials and services and addresses safety and health researched  Design incorporates some environmentally responsible materials and services and addresses safety and health researched  Design incorporates some environmentally responsible materials and services and addresses safety and health researched  The concerns of the clients' well-being and the environment addresses safety and health researched		th the clients' well-being and	nsible bo and the	Design incorporates so environmentally respon materials and services addresses safety and he	ows evidence that the fety and health were d and environmentally le products were	ny or welfare clients' saf onment considered responsibl	Design shows no considerate for the safety, healthy or w	

1

Some visual appeal

0

Lacking in visual appeal

Overall

0-3 points

Effectiveness

concerns of the client

2

Minimal visual appeal

Great visual appeal, very effective

Organization/	0	1	2	3 4	5	6	7	8	9 10	)
Delivery	Presentation is not	Presentatio	n covers	Presentation covers	Presentation	on gives	Presentatio	n covers	Presentation co	overs
0 – 10 points	done or presented	some topic	elements	all topic elements	complete	Ü	informatio	ı	all relevant	
	briefly and does not			but with minimal	informatio	n but	completely	but does	information wit	th a
	cover components			information	does not e		not flow w		seamless and lo	ogical
	of the project				project we				delivery	
Knowledge of	0	1		2		3	4		5	
Subject Matter	Little or no evidence	Minimal ev	idence of	Some evidence of	Knowledge	e of	Knowledge	of	Knowledge of	
0-5 points	of knowledge	knowledge		knowledge	subject ma		subject ma		subject matter	is
					evident bu		evident and		evident and	
					effectively		at times in		incorporated	
					presentati		presentation		throughout the	<b>.</b>
					presentati	011	presentatio		presentation	
Rationale of Design	0			1 2		3 4			5	
Decisions Explained	No rationale of design de	cisions	Design decis	sions are somewhat	Design de	Design decisions are explained D		Design deci	sions are explaine	d fully
0-5 points	explained	.0.0.0		ut show little				and reflect thorough understanding		,
o 5 points			understanding of clients' needs						eeds and style as	-
			and style		and style	iding of clici		industry sta	,	well as
Use of Display	0				una style	2		iliausti y sta	3	
Boards during	Display boards are not us	has	Display hoa	rds used minimally	2.2 display	y boards, as	roquirod	Drocontat	ion moves seamle	occly
Presentation	during presentation	cu		entation; incorrect	•	rporated thr	•		oral presentation	•
0-3 points	during presentation		0 1	oards presented	presentat	•	ougnout		oral presentation of a pards as required	allu 2-5
Voice – pitch,	0		number of c	1	presentat	2		uispiay bu	2	
tempo, volume	Voice qualities not used		Voice quality	y is adequate	Voice aux	lity is good,	hut could	Voice aux	lity is outstanding	and
0-3 points	effectively		voice quant	y is adequate	improve	iity is good,	out could	pleasing	iity is outstailuling	anu
Body Language/	О			1	iiipiove	2		picasilig	3	
Clothing Choice	Uses inappropriate gestu	ires	Gestures no	osture, mannerisms	Gestures	posture, ma	nnerisms	Gestures	posture, manneri	isms
0-3 points	posture or mannerisms,			tact is inconsistent/	•		,	,		31113,
•	eye contact/inappropriate		clothing is appropriate		appropria	eye contact, and clothing are		eye contact, and clothing enhance presentation		
	clothing		ciotimig is a	ppropriate	арргорпа	i.e		emance	n escritation	
Grammar/Word	0			1		2			3	
Usage/	Extensive (more than 5)		Some (3-5) a	grammatical and	Few (1-2)	grammatica	l and	Presentat	ion has no gramm	natical
Pronunciation	grammatical and pronun	ciation	pronunciation	•	٠,	tion errors	-		iciation errors	
0-3 points	errors				p. 2			F		
Responses to	0		1		2		3		4	
Evaluators'	Did not answer	Unabl	e to answer s	ome Responde	d to all	Respond	ed adequately	Resp	onses to question	s
Questions	evaluators' questions	quest	ons	questions	but without	to all que	stions	were	appropriate and	given
0-4 points	•	•		ease or ac	01150 017				out hesitation	<u> </u>

Evaluator's Comments – include two things done well and two opportunities for improvement:

IVEII
<b>!</b>

Room Consultant Initial \_\_\_\_\_

# STAR Interpersonal Communications



Interpersonal Communications, an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups. Participants must prepare a file folder, an oral presentation, and a response to a related case study.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at in person competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required.

<b>GENERAL IN</b>	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File Folder, Oral Presentation	Table— yes Electrical Access - no Wall Space — no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes set up/ 10 minutes case study; 1-minute warning	5 minutes prior to presentation	1-min. warning at 4 min.; stopped at 5 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### INTERPERSONAL COMMUNICATIONS

## **Procedures and Time Requirements for Competition**

Each entry wil	I submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> during participant set up time.
10 minutes	Participant(s) will be given 10 minutes to complete the case study related to their project, in a separate case study
10 minutes	room. The completed case study will be given to the evaluators prior to the oral presentation.
5 minutes	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes.
5 minutes	Participant(s) will be stopped at 5 minutes.
C minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s) about the oral presentation
5 minutes	and the case study.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders
5 minutes	will be returned to participants at the end of scoring.

## **Specifications**

#### File Folder

Participant(s) must submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (typed or handwritten) in the top left corner with name of event, level, participant's name(s), and state.

Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, project title, and chosen area of emphasis (i.e. <i>family</i> , <i>peer</i> groups, school groups, <i>community</i> , or <i>employment</i> relationships).
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys tab of the FCCLA Student Portal, and include signed proof of submission in the <i>file folder</i> .
Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be reliable and current.

#### **Oral Presentation**

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should describe project in detail and discuss how communication techniques and methods such as verbal, nonverbal, written, active listening, one-on-one, and/or conflict resolution were used. Audio and/or video recordings are not permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Identify Concerns	Identify the need to act and provide two or more reasonable options or "alternative actions."
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan.
Act	Execute plan with a thorough understanding and application of communication techniques and solutions.
Follow Up	Evaluate project and express the significance of the project and its outcome.
Project Rationale Clearly Stated	Identify reason for implementing the project.
Use of Appropriate Techniques	Show evidence of communication techniques and methods used in the project, such as verbal, nonverbal, written, one-on-one, active listening, and/or conflict resolution.

## Interpersonal Communications Specifications (continued)

Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and Family and Consumer Sciences	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or notecards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

#### **Case Study**

Participants will be given a written case study to evaluate their understanding of communication techniques. The case study will relate to the area of the participant's project. Participant(s) will have 10 minutes to prepare a response. Work will take place in a separate room with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s).

Knowledge of Communication Techniques	Show evidence of awareness of methods for strengthening communication and of communication techniques.
Appropriate Solutions	Present feasible and suitable solutions for the situation.



#### INTERPERSONAL COMMUNICATIONS

#### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

Desistantian Desist	Pic	Picked up by adviser or designated adult during scheduled time					
Registration Packet 0 or 3 points	No	0	oigilatea aat	Yes <b>3</b>			
Event Online Orientation Documentation 0 or 2 points		<b>0</b> ation not provided at or signed by adviser		2 ocumentation provided at presentation signed by adviser			
File Folder 0–4 points	No File Folder presented	File Folder prese incorrect labeling/insuffici materials for eva (less than 3 copie	labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete  • Project ID page • Planning Process Summary • Project Summary Submission Proof				
Punctuality 0–1 point	Participant was la	<b>0</b> te for presentation	Participa				
EVALUATORS' SCORES	•			ROOM CONSULTANT TOTAL			
valuator 1	Initials			(10 points possible)			
valuator 2	Initials	<del></del>		AVERAGE EVALUATOR SCORE			
valuator 3	Initials			(90 points possible)			
otal Score	divided by number	r of evaluators		FINAL SCORE			
	= AVERAGE EVAL Rounded only to the	UATOR SCORE e nearest hundredth (i.e. 75	9.99 not 80.00	(Average Evaluator Score plus 0) Room Consultant Total)	• -		
ATING ACHIEVED (circl ERIFICATION OF FINAL	•		Bronz	ze: 1-69.99			
ivaluator 1 E	Evaluator 2 Ev	aluator 3 Adul	t Room Consu	ultant Event Lead Consultant			



## INTERPERSONAL COMMUNICATIONS

## Rubric

Name of Particip	diil							
Chapter			State	Т	eam #_	Sta	ation # Level	
FILE FOLDER								Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process ste summarize	sps are	4 Evidence that the Planning Process wa utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0-3 points	0 No resources listed		1 are incomplete, not r not reliable for	Reliable res style <i>(see st</i>		reliat	3 plete list of current and ple resources, in MLA or APA (see style sheet)	
ORAL PRESENT	ATION							
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	Fresentation complete information does not exproject well	n but xplain the	7 8 Presentation cover information completely but do not flow well	all relevant	
Identify Concerns 0-4 points	<b>0</b> No evidence of identifying concerns	1 Identifying concer needs are limited scope	•	2	Partici data co intervi	ews or other ods to identify	4 Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions	
Set a Goal 0-4 points	<b>0</b> Not evident	1 Goal is evident	Goal is clear	<b>2</b> ·ly stated	Goal is	<b>3</b> sthoroughly stated	4 Goal is stated in detail with measurable outcomes	
Form a Plan 0-4 points	<b>0</b> Not evident	1 Plan is stated with detail	n some Plan is detai	<b>2</b> iled		3 ncludes details, nes, and atives	4 Plan is thorough, feasible and complete	
Act 0-4 points	<b>0</b> Not evident	1 Action steps are evident	Plan is detailed tasks, and time	elines	effects of technolog	3 ded analysis of communication ty in family, work, nunity settings	4 Plan includes a thorough understanding and application of communication techniques and solutions	
<b>Evaluation Follow- Up</b> 0-4 points	<b>0</b> No evidence	1 Some evaluation a follow-up is plann		2 plans include ategies		3 ition and follow-up illed and varied in gies	4 Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation	
Project Rationale Clearly Stated 0-5 points	<b>0</b> No evidence	1 Project rationale is limited	Rationale for the project is clearly stated	Rationale for project is sta convincing moditing reason data	the ted in a nanner,	A Rationale for the project is thorough and compelling	Rationale for the project is thorough, a compelling and urgent need and well documented	
Use of Appropriate Techniques 0-5 points	0 No evidence	Participants understanding limited methods of communication techniques	Participants show some understanding of various communication techniques	Participants understanding or three communicate techniques	show ng of two	4 Participants show understanding and can apply various communication techniques	<b>5</b> Participants effectively	

## Interpersonal Communications Rubric (continued)

Impact on	0	1 2 3	4 5	6 7	8 9 1	l0 11	12	1	.3	14 15	
Interpersonal	Not evident	Participants show		icipants show	Participants					ktensive knowledge	
Communications	NOT EVICETIT	limited knowledg		•	•	•	e oi	and application		•	
0–15 points		U		s of interperson		U					
, 13 points		impact of interpe		munication that	how simila					was strengthened by	1
		communications	•	e strengthened b	•	s among pe	•			f which might include	
		their project	the	project		flict preven		those mention			
					managem	ent in their	project	demonstrate	e proc	esses for cooperating,	
					how to cre	eate an		compromisii	ng, an	d collaborating	
					environme	ent that end	courages	demonstrate	e ethic	al behavior in family,	
					and respe	cts ideas ar	nd	workplace a	nd cor	nmunity settings	
					perspectiv					egies to motivate,	
					apply the		rision			ild trust in group	
						id problem		members	2110 00	ma trast in Broap	
					Ü	•			roloti	us morits of annosing	
						g and mana	aging	•		ve merits of opposing	3
					conflict			•	w reg	arding current ethical	
								issues			
Relationship to	0	1		2		3		4		5	
FCCLA Purposes and	Not evident	Minimal ev		ome knowledge o	U			ledge of FCCLA		nowledge of FCCLA	
FCS		FCCLA and	FCS re	lationship of	and FCS re	lationship	and F	CS relationship	a	nd FCS relationship	
0-5 points		relationshi	p F(	CCLA and FCS	but not sh	ared	is evic	lent and	is	evident and well	
							share	d	е	xplained	
Voice – pitch,	0	1		1		2		-		3	
tempo, volume	Voice qualities no		Voice quality is		Voice qual	ity is good,	hut could	Voice a	ıality i	s outstanding and	
0-3 points	effectively	, c useu	voice quality is	ducquate	improve	ity is good,	but could	pleasing	•	3 outstanding and	
Body Language/	Circuitely	1		1	improve	2		picasing	<u> </u>	3	
Clothing Choice	-		Costuros post	=	Costuros	_		Costuro		-	
0-3 points					posture, ma		•		ture, mannerisms,		
o o pomis	•		•		-,	ct, and cloth	ning are	•	-	nd clothing	
	contact/inappropr	rate clothing	clothing is app		appropriat			enhance	e pres		
Grammar/Word	0			1		2				3	
Usage/	Extensive (more t	than 5)	Some (3-5) gra	mmatical and	Few (1-2) §	grammatica	al and	Present	ation l	nas no grammatical	
Pronunciation	grammatical and	pronunciation	pronunciation	errors	pronuncia	tion errors		or pront	unciat	ion errors	
)-3 points	errors										
Responses to	0	1		2	3			4		5	
valuators'	Did not answer	Unable to ans	wer Respo	nded to all	Responded	G	ave appro	priate	Res	onses to questions	
Questions	evaluators'	some question	ns quest	ions but	adequately to		esponses t	•		e appropriate and	
0-5 points	questions	*	witho	ut ease or	questions		•	questions		n without	
	•		accura		4400000			7,3000,0110	-	tation	
CASE STUDY				·					.1031		
CASE STUDY											
(nowledge of	0		1		2		3			4	
Communication	Not evident	t in Know	edge of	U	communication	_	•		Knowl	edge of	
echniques	explanation	ns comm	unication	techniques is e	vident in the	technique	es is thoro	ugh.	comm	unication	
)-4 points		techn	iques is	case study resp	oonse.	Explain ho	ow similar	ities and	techni	ques is explained in	
		limite	d	Participants de	monstrate	difference	es among	people (	detail.	Apply ethical	
				•	ing and feedback		_			oles of	
				techniques		managem	•			unication	
ppropriate	0		1	cconnques	2	managen	3		COIIIII	4	1
olutions	•	D	=	Daniti - 1	=	Daw!!!	_		D= :-! - !	•	
)-4 points	Not evident		ipants share a	•	nts share feasible		pants sha			pants share	
, ponits			d response to or	ie and suita	ble solutions		le and suit			ive suitable	
		or two	solutions			solutio	ons		solutio	ons and insights	

Evaluator's Comments – include two things done well		
and two opportunities for improvement:	TOTAL	
	(90 points possible)	
	Evaluator #	
	Evaluation Initial	
	Room Consultant Initial	



## **INTERPERSONAL COMMUNICATIONS**

## Case Study Form

Name of Participant(s)						
Chapter	9	tateL	evel _			
Participants will be given 10 minutes to co communication techniques. Participants of presentation.	•	•	G			
<b>Level</b> (choose one): ☐ Level 1 (through g	rade 8) 🚨 Level	2 (grades 9-10)	☐ Level 3 (grades 11-12)			
Project Focus (choose one):						
☐ Community ☐ Employment Relatio	nships 🗖 Family	☐ Peer Grou	ips 🔲 School Groups			
Using the case study provided for the project focus selected above, what steps would you take in response?						





Job Interview, an *individual event*, recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a *portfolio*, participate in an interview, and communicate a personal understanding of job requirements. Participants must prepare a *portfolio*, including a *job application*, and express their communication skills and job knowledge through an *interview*.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants should use the portfolio during the interview process and answer questions about the portfolio at this time. No other materials may be used during the interview.

- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for electronic portfolio presentation at competition.
- 4. Participant must apply for a job that matches their current skills, education level, and relates to their career interests/goals. Letters of recommendation must not be the work of the participant.



- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INF	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1	Portfolio and Job Application	Electrical Access - no	Official dress - or-Professional dress appropriate to event		15 minutes prior to presentation	: 1-min. warning at 19 min.; stopped at 20 min.		40 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
								*	

<sup>\*</sup> Presentation Equipment is allowed only for presentation of electronic portfolio.

#### **JOB INTERVIEW**

### **Procedures and Time Requirements for Competition**

Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation						
time. A job app	lication must be completed and included in the <i>portfolio</i> . Download the form from the STAR Events Resources					
page of the FCC	CLA national website or from the FCCLA Student Portal.					
15 minutes	Room consultants and evaluators will have 15 minutes to preview the <i>portfolio</i> ( <i>hardcopy</i> or <i>electronic</i> ). The					
15 minutes	participant must make the <i>electronic portfolio</i> accessible to evaluators.					
20 minutes	The interview may be up to 20 minutes in length. A one-minute warning will be given at 19 minutes. The interview					
20 minutes	will be stopped at 20 minutes.					
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).					

## **Specifications**

#### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–5	Content Divider Pages or Sections	Use 0 to 5 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

## Job Interview Specifications (continued)

	Job Specification Sheet	Give name of employer, job title, short job description, required hours, and wages typically offered for this job. The selected job must match the participant's current skills, education level, and relate to future career interests and goals.			
	Business Communication	Include completed job application (download from the STAR Events Resources page of the FCCLA website), cover letter, resume, and two letters of recommendation (one from a school official, administrator, counselor, or teacher and one from an employer or other <i>community</i> representative). All student-created business communication documents should be complete; use correct spelling, grammar, and be consistently written; be of consistent font style and of appropriate size; use appropriate business format and color; be well organized; and match <i>current</i> skills and reflect future career interests and goals.			
Up to 27 pages or 37 slides	Career-Related Education	Describe <i>career-related education</i> that enhances employability. Include a summary of school activities, career research projects, application of Family and Consumer Sciences and/or related occupations skills and their relationship to job, and an example of ability to communicate in written form.			
	Educational Enhancement Opportunities	Describe <i>educational enhancement opportunities</i> that enhance employability. Include career development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or <i>community</i> service projects, and products developed during these experiences.			
	Examples of Skills	Provide evidence of five skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the <i>dimensions</i> of the <i>portfolio</i> . Audio and/or video recordings may be included in the <i>portfolio</i> but <b>will not</b> be considered by evaluators. Examples or samples of skills will be identified as such and are considered <i>content pages</i> .			
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.			

#### Interview

The interview may be up to 20 minutes in length and will be conducted by evaluators. Questions will pertain to participant's *current* skill level and the specific job for which they are applying. The *portfolio* should be used during the interview.

Knowledge of Selected Job	Show evidence of how present skills relate to job, including Family and Consumers Sciences and/or related occupations coursework, and evidence of knowledge of specific abilities needed to perform job.
Communication Skills	Display effective verbal and nonverbal skills: clarity of expression, eye contact, body language, voice, grammar, word usage and pronunciation, friendly, poised, and personable.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' interview questions.
Use of Portfolio	Use portfolio during interview to support understanding of job and emphasize skills.
Professional Appearance	Wear FCCLA official dress or professional dress appropriate for specific job interview.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, and eye contact throughout interview.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.



#### **JOB INTERVIEW**

#### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT	CHECK		<b>Points</b>
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder  0	Binder is the official FCCLA binder	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
0 1 00	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 36 single-sided	
		pages or 47 slides completed correctly,	
		including:	
		1 project ID page or slide	
		1 table of contents page or slide	
		1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		Up to 5 content divider pages or slides	
		Up to 27 content pages or 37 content slides	
Punctuality	O Doublinia and a sea labor for a sea contaction	1 Posticione de la constantina	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE  Rounded only to the nearest hundredth (i.e.	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)	• _ •
ATING ACHIEVED (circle			
ERIFICATION OF FINAL	SCORE AND RATING (please initial)		



## **JOB INTERVIEW**

## Rubric

Name of Participa	ant						
Chapter			State	Team #	Static	on # Level	
DODTEOLIO							Doints
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0-5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Job Specification Sheet 0–2 points	Job specification sheet		1-4 items provided, or inf	1 formation is incomplete	All 5 items provide	<b>2</b> d and are complete	
Business Communication 0–15 points	<b>0</b> None apply	1-15: Score 1 point for e  Correct application Completed applicat Cover letter Resume Recommendation le	ion	☐ Recommendation ☐ Correct spelling ☐ Correct grammar ☐ Consistent font sty ☐ Appropriate font s	☐ Consisten ☐ Well-orga rle ☐ Reflects containing goals	•	
Career Related Education 0–5 points	<b>0</b> Not included	1 Only one of the required items provided	2 Only two of four items provided	<b>3</b> Three of four items provided	4 All four items provided but they lack information	5 All four items provided, thorough and professional	
Educational Enhancement Opportunities 0–5 points	<b>0</b> Not included	1 Only one item provided	2 Two of three items provided but lack information	3 Two of three items provided completely	4 All three items provided but they lack information	5 All three items provided, thorough and professional	
Examples of Special Skills 0–5 points	<b>0</b> Not included	1 Only one or two of the items provided	2 Only three of five items provided	<b>3</b> Four of five items provided	<b>4</b> Five items provided	5 All five items provided and relate well to job/career goals	
Appearance 0–3 points	O Portfolio is illegible and unorganized	grammati	1 s neat, but may contain cal or spelling errors anized poorly	Portfolio is neat, legible professional, with corre grammar and spelling	ect correct g	3 ible, professional, rammar and spelling n effective organization lation	
INTERVIEW							
Knowledge of Selected Job 0-10 points	<b>0</b> Little evidence of job knowledge	1 2 Minimal evidence of job knowledge	<b>3 4</b> Some evidence of job knowledge	5 6 Knowledge of job is evident but not in interview	7 8 Knowledge of job is evident and shared at times in the interview	9 10 Knowledge of job is evident and incorporate throughout the interview	
Communication Skills 0-10 points	O Participant does not take part in interview	1 2 Interview is brief because participant does not carry on a conversation or answer questions with detail	Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	5 6 Participant answers questions and relates to evaluators well	7 8 Participant shows confidence and personality during interview. Answers questions well	9 10 Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively	
Responses to Evaluators' Questions 0-15 points	O Did not answer evaluators' questions	1 2 3 Unable to answer some questions	4 5 6 Responded to all questions, but without ease or accuracy	7 8 9 Responded adequately to all questions	10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of Portfolio During Interview 0-3 points	Portfolio is not used du interview	•	1 ferenced but not used owledge or skills	Portfolio used minimall support knowledge and	•	sed appropriately to knowledge and skills	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use	d Voice quality i	1 s adequate	Voice quality is good, but	ut could Voice qu	3 ality is outstanding and	

## Job Interview Rubric (continued)

					Points
Body Language	0	1	2	3	
0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact	Gestures, posture, mannerisms and eye contact is inconsistent or distracting during interview	Gestures, posture, mannerisms, and eye contact are appropriately used during interview	Gestures, posture, mannerisms and eye contact contribute to a positive interview experience	
Grammar/Word	0	1	2	3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
Professional	0-1		2	3	
Appearance 0-3 points	Non-professional appearance, attir grooming	re, and/or Neat appearance, attir	e and grooming Profession	onal appearance, attire and grooming	

Evaluator's Comments – include two things dor	ıe
well and two opportunities for improvement:	

TOTAL (90 points possible)				
Evaluator #				
Evaluator Initial				
Room Consultant Initial				





**Leadership**, an *individual* event, recognizes participants who actively evaluate and grow in their leadership potential. Participants investigate their leadership ability, assess leadership and employability skills, and develop and implement a plan to further their leadership development. Participants must prepare a *portfolio* and an **oral presentation**.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

This event was developed in partnership with Cottey College (www.cottey.edu).

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a oneyear span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

#### **ELIGIBILITY & GENERAL INFORMATION**

<b>GENERAL INI</b>	GENERAL INFORMATION								
Number of	Prepare	Equipment	Competition	Competition	Competition	Maximum Oral	Competition	Competition	
Participants	Ahead of	Provided for	Dress Code	Participant	Room	Presentation	Evaluation	Total Event	
per Entry	Time	Competition		Set Up /	Consultant &	Time	Interview	Time	
				Prep Time	Evaluator		Time		
					Review Time				
1	Portfolio,	Table – yes	Official dress	10 minutes	10 minutes	1-min.	5 minutes	30 minutes	
	Oral	Electrical	-or-		prior to	warning at 9			
	Presentation	Access – no	Professional		presentation	min.; stopped			
		Wall Space –	dress			at 10 min.			
		no	appropriate						
		Supplies - no	to event						

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
						•		*	

<sup>\*</sup> Presentation Equipment is allowed only for presentation of electronic portfolio.

#### **LEADERSHIP**

#### **Procedures and Time Requirements for Competition**

Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.				
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.			
	Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic) before the			
	presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to			
	evaluators.			
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.			
	Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-			
	minute playing time during the presentation. Presentation equipment, with no audio, may be used during the entire			
	presentation.			
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.			
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).			

## **Specifications**

#### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 42 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 60 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–7	Content Divider Pages or Sections	Use 0 to 7 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

	Leadership Profile and	Using the "Personal Leadership Profile and Employability Skills Checklist
	Employability Skills Checklist	Instructions" located on the STAR Events Resources page of the FCCLA national website, create a personal leadership profile, outlining leadership activities or experiences in the following areas:
		FCCLA (national programs, competitive events, Leadership Academy, local/regional/state/national leadership roles, etc.)
		<ul> <li>School (clubs, sports, activities, etc.)</li> </ul>
		<ul> <li>Personal/Family/Community (employment, clubs, organizations, etc.)</li> </ul>
		Using the Employability Skills Checklist, indicate the employability skills that have been developed or improved through the leadership activity/experience identified. The leadership profile with identified skills should not exceed three 8½"x 11" pages or five slides.
	Leadership Competencies Inventory (Self) Analysis and Summary	Using the FCCLA Leadership Competencies Inventory (Self), located on the STAR Events Resources page of the National FCCLA website, participants will complete the inventory, analyze their results, and include a summary of the results. The participant may use graphs, narrative, bullet points, etc. to convey their inventory results in a way they believe is most effective. The summary should not exceed four
Up to 31 8 ½" x 11"	Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary	8½"x 11" pages or six slides.  Using the FCCLA Leadership Competencies Inventory (Observer), located on the STAR Events Resources page of the National FCCLA website, participants will gather insight from three others who have observed their leadership skills. Of the three individuals chosen, at least one must be a teacher, adviser, or other adult; and at least one must be from another student (one who has observed the participant in a
pages or 48 slides		leadership role and is willing to give helpful and honest insight).  Using the information gathered from the assessments, along with results from the Leadership Inventory, the student will develop an image awareness summary of their leadership strengths and areas for growth. This section should not exceed seven 8½"x 11" pages or ten slides.
	Admirable Leader Summary	Using the questions from the FCCLA Leadership Competencies Inventory (Self) as a guide, describe one significant person who has been or is a leader in the participant's life. The description should include attributes of the person which contribute to their leadership. Participants may discuss how their relationship has been meaningful in the participant's personal growth (may be leadership related or in another capacity). The Admirable Leaders Summary should not exceed one 8 ½"x11" page or two slides.
	Leadership Development Plan	Using information obtained from the FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies Inventory (Observer), and Admirable Leader Summary sections, participants will use the Leadership Development Plan (LDP), located on the STAR Events Resources page of the National FCCLA website, to develop a Leadership Development Plan to address goals in areas of the participant's personal leadership abilities. Goals should be short term and can pertain to any area of the participant's leadership abilities and activities. Goals must be SMART (Specific, Measurable, Attainable, Realistic, and Time-Based). The Leadership Development Plan section of the portfolio should include the participant's personal LDP and a detailed description of the progress and experience of working on each individual goal. This section should not exceed ten 8 ½"x 11" pages or fifteen slides.

# Leadership Specifications (continued)

Up to 31 8 ½" x 11" pages or 48 slides,	Outside Perspective Reflection	Include two reflections from a third-party who have witnessed the participant's efforts toward working on their LDP. The participant should explain what they are trying to achieve after developing the LDP and provide insight to the third-party to aid the reflection. The reflection should briefly describe the relationship and the observed effects of the LDP. It is highly recommended that these reflections come from two of the individuals who completed the FCCLA Leadership Competencies Inventory (Observer) insight that contributed to the Self Awareness section. Each Outside Perspective Reflection should include the third-party's name and relationship. This section should not exceed two 8 ½"x11" pages or four slides.			
continued	Leadership Reflection	Include a summary reflection of the overall experience of developing leadership. This reflection should include a discussion of the impact of working toward goals on personal leadership effectiveness, what was learned, how he/she utilized and built upon leadership strengths and improved his/her weaknesses, what he/she will take from the experience for the future, their plan for future actions/development, and any other thoughts about leadership. This section should not exceed four 8 ½"x11" pages or six slides.			
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.			

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences and Related Occupations	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related occupations.
Knowledge of Self	Demonstrate thorough knowledge of self and the ways in which he/she grew during the project.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the portfolio and visuals to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators'	Provide clear and concise answers to evaluators' questions regarding the project.



#### **LEADERSHIP**

## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT O	CHECK		Points
Registration Packet	Picked up by adviser or de	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point	Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder 1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors Portfolio contains no more than 42 single-sided pages or 60 slides completed correctly, including:  • 1 project ID page or slide  • 1 table of contents page or slide  • 1 Planning Process summary page or 2 slides  • Project Summary Submission Proof  • Up to 7 content divider pages or slides  • Up to 31 content pages or 48 content slides	
Punctuality 0-1 point	<b>0</b> Participant was late for presentation	1 Participant was on time for presentation	
EVALUATORS' SCORES	The state of the s	ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	•
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.9)		
RATING ACHIEVED (circle VERIFICATION OF FINAL S	one) Gold: 90-100 Silver: 70-89.99 SCORE AND RATING (please initial)	<b>Bronze:</b> 1-69.99	



# **LEADERSHIP**

## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO								Points
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	I Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence the Planning Pro was utilized project	ocess	5 The Planning Process is used to plan the project. Each step is fully explained	
Leadership Profile and Employability Skills Checklist 0-5 points	<b>0</b> Not included	I Includes leadership profile or employability skills checklist, but not both	Includes FCCLA, school, and personal/family/ community activities. Checklist completed but explanations are incomplete	Includes FCCLA, school, and personal/family/ community activities. Checklist completed but explanation does not support identified skills	Includes FCC school, and personal/far community activities. Ch completed a explanation generally ide skills	mily/ necklist and	5 Includes FCCLA, school, and personal/family/ community activities. Checklist completed and explanation supports identified skills	
Leadership Competencies Inventory (Self) Summary 0-5 points	<b>0</b> Not included	1 Inventory results are presented	Inventory results are presented but analysis inconsistent with results	Analysis and summary communicate most inventory results	Analysis and summary adequately communications inventory re	te	5 Detailed analysis and summary effectively communicate inventory results	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0-10 points	<b>0</b> Not included	I 2 Image awareness includes feedback from less than 3 observers but does not include strengths or areas for growth	mage awareness includes feedback from 3 observers but does not include strengths or areas for growth	5 6 Image awareness includes feedback from 3 observers and summary of strengths and areas for growth	7 Image award includes fee from 3 obset reflection or image, and summary of strengths ar for growth	dback rvers, n own	9 10 Image awareness includes feedback from 3 observers, significant reflection on own image, and summary of strengths and areas for growth	
Admirable Leader Summary 0-3 points	Not included	1 admirabl answers	1 e leader with limited	2 1 admirable leader pro partially addressed que	vided and estions		3 le leader provided and y addressed all	
Leadership Development Plan Objective 1 0-3 points	0 Not included	not specific	1 appropriate as stated, c, measurable, realistic, or timely.	Goals mostly appropria stated, specific, measu attainable, realistic, an Steps to reach goals ar included	ite as rable, d timely.	Goals appr specific, m realistic, ar	3 copriate as stated, easurable, attainable, and timely. Steps to s are included	
Leadership Development Plan Objective 2 0-3 points	Not included	1 Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely.		Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely.		specific, m realistic, ar	3 ropriate as stated, easurable, attainable, attainable, attainable sare included	
Leadership Development Plan Objective 3 0-3 points	Not included	not specific	1 appropriate as stated, c, measurable, realistic, or timely.	Goals mostly approprie stated, specific, measu attainable, realistic, an Steps to reach goals ar included	rable, d timely.	specific, m realistic, ar	3 opriate as stated, easurable, attainable, nd timely. Steps to s are included	
Outside Perspective Reflection 0-2 points	Not included	0	Only one summary incl	l	Two summa	_	2 ed	

# Leadership Rubric (continued)

eadership Reflection	<b>0</b> Not included	1 2 Reflection is	<b>3 4</b> Reflection shows little	<b>5 6</b> Reflections shows some	7 8 Reflection shows	9 10 Reflection shows significant	
)-10 points		included				thought by the participant	
10 points		Iliciuueu	thought by the	thought by the	thought by the		
			participant in their	participant in their	participant in the		
			leadership ability,	leadership ability,	leadership ability	, project experience, next	
			project experience, next	project experience,	project experience	e, steps, and future	
			steps, and future	next steps, and future	next steps, and	leadership. Reflection is	
			leadership	leadership	future leadership	. well written and effectively	
				•	Reflection is well	•	
					written		
Appearance	0		1	2		3	
–3 points	Portfolio is illegible a	nd Portfoli	o is neat, but may contain	Portfolio is neat, legibl	e, and Neat,	legible, professional, correct	
	unorganized	gramma	atical or spelling errors	professional, with corr	ect gramr	nar and spelling used with	
		_	organized poorly	grammar and spelling	effect	ive organization of information	
ORAL PRESENTAT	TION		0	0			
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not	Presentation	Presentation covers		Presentation cover		
) – 10 points	done or speaks			Presentation gives			
_0 po0	briefly and does not	covers some	all topic elements	complete	information	relevant information with	
	cover components	topic elements	but with minimal	information but	completely but doe	•	
	of the project		information	does not explain the	not flow well	delivery	
	2. tc p. 0,000			project well			
Relationship of	0	1	2	3	4	5	
amily and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of FCS	Knowledge of	Knowledge of FCS	
Consumer Sciences	relationship	FCS coursework	relationship of FCS	coursework but not	relationship to FCS	relationship is evident and	
Coursework and	between project	relationship	coursework	shared	is evident and	explained well	
Standards	and FCS	· c.ac.op	50415C110111	5.10.100	shared	explained treil	
0-5 points  (nowledge of	0	1	2	3	4	5	
Subject Matter	•	<del>-</del>	_	-	•	~	
)-5 points	Little or no evidence	Minimal evidence	Some evidence of	Knowledge of	Knowledge of	Knowledge of subject	
5 points	of knowledge	of knowledge	knowledge	subject matter is	subject matter is	matter is evident and	
				evident but not	evident and shared		
				effectively used in	at times in the	the presentation	
				presentation	presentation		
Jse of Portfolio	0	1	2		3	4	
and Visuals during	Portfolio and visuals	Portfolio and visu	uals Portfolio and vis	suals Portfolio and	d visuals	Portfolio and visuals used	
Presentation	not used during	used to limit amo	ount of used minimally of	during incorporate	d throughout	effectively throughout	
)-4 points	presentation	speaking time	presentation	presentation	1	presentation	
/oice – pitch,	0		1	2		3	
empo, volume	Voice qualities not us	ed Voice a	uality is adequate	Voice quality is good,	but could	Voice quality is outstanding and	
)-3 points	effectively		, , , , , , , , , , , , , , , , , , , ,	improve		pleasing	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate ge	estures. Gesti	ires, posture, mannerisms	Gestures, posture, ma	nnerisms. G	estures, posture, mannerisms,	
)-3 points	posture or mannerisr	•	ye contact is inconsistent/	eye contact, and cloth		· ·	
	eve contact/inapprop	•	ng is appropriate	•		ve contact, and clothing enhance	
	clothing	nace cittiii	119 19 appropriate	appropriate	pı	resentation	
Grammar/Word	0		1	2		3	
Jsage/	Extensive (more than	5) grammatical So	me (3-5) grammatical and	Few (1-2) grammatica	land Pi	esentation has no grammatical	
Pronunciation	and pronunciation er		onunciation errors	pronunciation errors		pronunciation errors	
)-3 points	a promandidation ci			pronunciation errors	UI	promandation cirois	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to questions	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	were appropriate and	
)-5 points	questions	•	without ease or	questions	evaluators'	given without hesitation	
	•		accuracy	4- =======	questions	g	
					чисэцинэ		
							_
luator's Comme	nts – include two	things done we	II				

	accuracy	questions		
aluator's Comments – include two things do	ne well			
d two opportunities for improvement:		ТО	TAL	
		(90 points possi	ble)	
		Evaluat	or #	
		Evaluation In		
		Room Consultant In	itial	

For the Leadership STAR Event, participants will need the following resources available in the FCCLA Adviser Portal and Student Portal:

- Personal Leadership Profile and Employability Skills Checklist and Instructions
  - FCCLA Leadership Competencies Inventory (Observer)
    - FCCLA Leadership Competencies Inventory (Self)
      - Leadership Development Plan



National Programs in Action, an *individual* or *team* event, recognizes participants who explain how the *Planning Process* was used to plan and implement a *national program project*. Participants must prepare a *file folder*, an oral presentation, and *visuals*.

#### **EVENT LEVEL**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11-12

Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Choose one of the FCCLA national programs from page 17.
- 3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL IN</b>	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File Folder, Oral Presentation, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress – or costume appropriate to event	5 minutes	5 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	25 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **NATIONAL PROGRAMS IN ACTION**

# **Procedures and Time Requirements for Competition**

Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.					
	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.				
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.				
	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.				
10 minutes	Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute				
	playing time during the presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.				
E main vita a	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will				
5 minutes	be returned to participants at the end of scoring.				

## **Specifications**

#### **File Folder**

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, level, participant's name(s), and state.

Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decoration; must include participant's name(s), chapter name, school, city, state, event name, project title, and name of the national program on which the project focuses.
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>file folder</i> .

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should deal with how each step of the *Planning Process* was used to plan and implement a *national program* project. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out their project. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

Identify Concerns: Relationship to National Program	Explain local concerns and how the <i>national program</i> addresses the concerns.
Identify Concerns: Knowledge of the National Program	Review national program selected, its components, and its goals.
Set a Goal: Structure	State what you want to accomplish in concrete and measurable terms.
Set a Goal: Appropriate Goal	Express how goal relates to <i>national program</i> concerns and to the size and demographic nature of chapter and <i>community</i> to which members belong.
Form a Plan: Organization	Present plan in the chronological sequence in which it was accomplished.
Form a Plan: Logistics and Timeline	Determine who, what, when, where, and how; list abilities, skills, and knowledge required; list available <i>resources</i> ; identify possible barriers; include ways to recognize accomplishments.
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.
Act: Use of Resources and Partners	Identify attempts to develop relationships with partners and <i>resources</i> that enhance the project.

# National Programs in Action Specifications, continued

Follow Up: Publicity and Recognition	Share methods of publicizing project efforts and recognizing participants.
Follow Up: Evaluation	Present methods of evaluating project. Include successes and areas of possible improvement.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of mastery of project area <i>content</i> by using <i>current</i> data to support and describe the project and explaining research conducted.
Relationship to Family and Consumer Sciences Coursework and Standards	Describe relationship of project <i>content</i> to Family and Consumer Sciences coursework.
Use of <i>Visuals</i> during Presentation	Use visuals to accentuate the oral presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or notecards if used. Wear FCCLA official dress. professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.



#### NATIONAL PROGRAMS IN ACTION

## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	ECK				Points
Registration Packet	Picked up by advis	er or de	signated adult during	scheduled time	1
0 or 3 points	No <b>0</b>		Yes	3	
Event Online	0				
Orientation	Official documentation not prov		Official documentat		
Documentation	at presentation time or signed b	ру	time and signed by	adviser	
0 or 2 points	adviser	1	4 2 2		
File Folder	O No Ella Faldan una anta d	Fil. F.1	1 2 3	<b>4</b>	
0–4 points	No File Folder presented		der presented with	File Folder is presented	
		incorre	g/insufficient	with correct labeling and sufficient evaluators	
			als for evaluators	material	
			an 3 copies of	Project ID Page	
		_	ts) or incomplete	Planning Process	
		conten	•	Summary	
				Project Summary	
				Submission Proof	
Punctuality	0			1	
0–1 point	Participant was late for present	ation	Participant was on t	time for presentation	
<b>EVALUATORS' SCORES</b>				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials		P	VERAGE EVALUATOR SCORE	
Evaluator 3	Initials		_	(90 points possible)	
Total Score	divided by number of evaluator	S		FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	:		Average Evaluator Score plus	
	Rounded only to the nearest hundre	edth (i.e. )	79.99 not 80.00)	Room Consultant Total)	•
RATING ACHIEVED (circle or	ne) <b>Gold:</b> 90-100 <b>Silver:</b> 7	0-89.99	<b>Bronze:</b> 1-69.99		
VERIFICATION OF FINAL SCO	ORE AND RATING (please initial)				
Evaluator 1 Evalu	uator 2 Evaluator 3	Adu	ılt Room Consultant	Event Lead Consultant	



#### NATIONAL PROGRAMS IN ACTION

#### Rubric

Chapter			Sta	ate T	eam #	Station # Lo	evel
		Nat	tional Progran	n (check one):			
☐ Career Conn	ection			☐ Comm	unity Service		
☐ FACTS (Fami	lies Acting for C	ommunity Traffic Sa	afety)	☐ Familie	es First		
☐ Financial Fit	ness			☐ Power	of One		
☐ Stand Up				☐ Studer	nt Body		
EVALUATION CRIT	ERIA						Points
Identify Concerns: Relationship to the	0 No concern is	1 Concern is identified	<b>2</b> Concern is	<b>3</b> Concern is	<b>4</b> Concern is identified	<b>5</b> Concern is written well	

# National Programs in Action Rubric (continued)

**Points** 

							Folits
Act:	0	1	2	3	4	5	
Use of Resources	No evidence of	Limited evidence of	Evidence of	Evidence of search	The project identifies	The project identifies	
and Partners	partnerships or	partnerships and	partnerships and	for partners and	action taken to identify		
0–5 points	resources	resources	resources	resources with	and build relationships	to develop relationships	
			exploration, but no	appropriate action	with partners and	with partners and	
			action to develop	to begin	resources who are	resources who enhance	
			relationships was	relationships	relevant to the project	the project	
			taken				
Follow Up:	0	1	2	3	4	5	
Publicity &	There are no publicit	y Publicity and	Publicity and	Publicity is utilized	Publicity is utilized	Publicity is utilized	
Recognition	or recognition	recognition are	recognition	at many steps of	throughout the action	throughout, recognition is	
0–5 points	strategies	acknowledged, but not	J		plan, recognition is	evident. Both are creative	
·	strategies	an intentional	in use	recognition is	evident and	and purposeful	
			III use	evident		and purposerui	
		component		evident	appropriate		
Follow Up:	0	1	2	3	4	5	
Evaluation		Evaluation methods Ev		luation methods are	Evaluation methods are	Evaluation methods are	
0–5 points					evident, purposefully	evident, purposefully	
o s points	evident in the			pose and outcomes		used, and measurable	
	plans	ρi		•	outcomes are listed	outcomes listed	
	Pidili		aic	mounicient	outcomes are listed	outcomes iisteu	
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0 – 10 points	done or presented	some topic elements		•		y relevant information with	
	briefly and does not	•	•	•	but does not flow well	•	
	cover components of	f		the project well	aut does not non nen	delivery	
	the project		mormation	the project wen		delivery	
<b>Knowledge of Subject</b>	0	1	2	3	4	5	
Matter	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of subject	t Knowledge of subject	Knowledge of subject	
0-5 points	of knowledge	knowledge	knowledge	matter is evident but	matter is evident and	matter is evident and	
			· ·		nshared at times in the	incorporated throughout	
				presentation	presentation	the presentation	
				presentation	presentation	the presentation	
Relationship to Family		1	2	3	4	5	
and Consumer	No evidence of	Minimal evidence of an	d Some knowledge of	Knowledge of project	t Knowledge of project	Knowledge of projectr and	
Sciences Coursework	relationship between	1 FCS coursework	relationship of	and FCS coursework	and relationship to FCS	FCS relationship is evident	
and Standards	project and FCS	relationship	project and FCS	but not shared	is evident and shared	and explained well	
0-5 points		r	coursework				
Use of Visuals during	0	1 2	3	4	5	6	
Presentation	Visuals not used	Visuals used to limit		•	-	-	
0-6 points				•	Visuals used effectively		
r =	during presentation	amount of speaking tim		throughout	throughout	seamlessly between oral	
			•	presentation	presentation	presentation and visuals	
Voice – pitch, tempo,	0		1	2		3	
volume	Voice qualities not us	sed Voice qual	ity is adequate	Voice quality is goo	d, but could Voice q	uality is outstanding and	
0-3 points	effectively			improve	pleasing	8	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate g	estures Gestures	posture, mannerisms	Gestures, posture,	mannerisms Gosture	es, posture, mannerisms,	
0-3 points		ms, avoids eye and eye co			•		
•	contact/inappropriat	· · · · · · · · · · · · · · · · · · ·		eye contact, and cl		tact, and clothing enhance	
	contact/mappropriat	te clothing Clothing is	appropriate	appropriate	present	ation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation		n 5) grammatical Some (3		Few (1-2) grammat		ation has no grammatical	
0-3 points	and pronunciation er		ciation errors	pronunciation erro		unciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points		Unable to answer	Responded to all		itely Gave appropriate	Responses to	
o-a points	evaluators' questions	s some questions	questions but without	to all questions	responses to	questions were	
			ease or accuracy		evaluators' questio	ns appropriate and given	
						without hesitation	
							_

Evaluator's Comments – include two things done
well and two opportunities for improvement:

TOTAL	
(90 points possible)	

Evaluator #	
Evaluator Initial	
Room Consultant Initial	





**Nutrition and Wellness,** an *individual or team* event, recognizes participants who track food intake and physical activity for themselves, their *family*, or a *community* group and determine goals and strategies for improving their overall health. Participants must prepare a *portfolio, visuals* and an *oral presentation*.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL IN</b>	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Visuals, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	10 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **NUTRITION AND WELLNESS**

## **Procedures and Time Requirements for Competition**

Each entry wil	submit a portfolio to the event room consultant at the designated participation time.
	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio (hardcopy or electronic)</i> before the presentation begins, during participant set up time. The participant must make the <i>electronic portfolio</i> available to evaluators.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).

## **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 59 slides, as described below.

S	PECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
1-8 ½" x 11" page or 1 slide	Project Identification Page		no <i>graphics</i> or decorations apter name, school, city, sta	
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the port	folio in the order in which th	ne parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		ep of the <i>Planning Process</i> w use of the <i>Planning Process</i> i	•
1	Evidence of Online Project Summary Submission		ject summary form located I, and include signed proof (	
0–9	Content Divider Pages or Sections	pages may be tabbed, m	er/section pages or slides. Co ay contain a title, a section nd/or page numbers. They n	name, graphic elements,

SPE	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4	
1-8 ½" x 11" page or 2 slides	Subject Profile	The participant(s) will detail the subject of their project including past and current nutrition and wellness	the subject of their project including past and <i>current</i> nutrition and wellnes information.  nutrition and wellness		
		information.	Choose one of the following		
		Choose one individual on the team. The project should concern the individual participant's own nutrition and wellness.	<ol> <li>Family: the project should concern one of the individu participant's family's nutrition and wellness (the membe of the immediate family or all those living in the resident together)</li> <li>Community Business or Industry- the project should be based on an institution or campaign in the participant's community (e.g. school, nursing home, early childhood center, specific restaurant, etc.)</li> </ol>		
3-8 ½" x 11" pages or 4 slides	Nutrition and Wellness Research	Participants should determine at least three key nutrition issues and three key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item.	Participants should determine at least four key nutrition issues and four key wellness issues which relate to their project area, then elaborate on current information about each item.	Participants should determine at least five key nutrition issues and five key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item.	
	Nutrition and Wellness Tracking	The participant will track current nutritional intake and wellness activity for the project's subject for four (4) consecutive days. Tracking may be done using a website or app of the participant's choosing. Summarize the week's tracking of the project's subject.	The participant will track current nutritional intake and wellness activity for the project's subjects for one week (seven consecutive days). Tracking may be done using a website or app of the participant's choosing. Summarize the week's tracking of the project's subjects.	The participant will track current nutritional intake and wellness activity for the project's subjects for ten (10) consecutive days.  Tracking may be done using a website or app of the participant's choosing.  Summarize the week's tracking of the project's subjects.	
Up to 35 8 ½" x 11" pages or 45 slides	Nutrition and Wellness Concerns	The participant should outline at least three (3) of the concerns of the project's subject and develop at least three (3) goals for improving the nutrition and wellness plan of the subject. This includes health concerns and personal goals of the individual.	The participant should outline at least four (4) of the concerns of the project's subjects and develop at least four (4) goals for improving the nutrition and wellness plan of the subjects. This includes health concerns and personal goals of the individuals.	The participant should outline at least five (5) of the concerns of the project's subjects and develop at least five (5) goals for improving the nutrition and wellness plan of the subjects. This includes health concerns and personal goals of the individuals.	
	Nutrition and Wellness Goals	The participant will develop at least three (3) goals for the project and steps that should be taken to reach the goals.	The participant will develop at least four (4) goals for the project and steps that should be taken to reach the goals.	The participant will develop at least five (5) goals for the project and steps that should be taken to reach the goals.	
			ns are involved, the participant dietitian, personal trainer, etc.) nutrition and wellness.		

SPECIFIC	CATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4		
Up to 35 8 ½" x 11" pages or 45 slides (continued)	Nutrition Plan	The participant will develop one recommended nutrition plan that includes one weeks' worth of menus that meet the nutritional needs of the project's subject in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual. The nutrition plan should be realistic in regards to the schedule of the subject.	The participant will develop one recommended nutrition plan that includes three weeks' worth of menus that meet the nutritional needs of the project's subject in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual. The nutrition plan should be realistic in regards to the schedule of the subject.	The participant will develop one recommended nutrition plan that includes four weeks' worth of menus that meet the nutritional needs of the project's subjects in accordance with the above goals. This should include all meals and snacks that would be consumed by the subjects. The nutrition plan should be realistic in regards to the schedules of the subjects.		
	Wellness Plan	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject. This should be a one-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject. This should be a three-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subjects. This should be a four-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).		
	Implementation Summary	Document discussion of the nutrition and wellness plan with the subject(s). Determine if the plan can be implemented and/or if any changes can be made based on the plan's recommendations. If changes are made, summarize the differences seen, if any, in those who took part.				
	Works Cited/ Bibliography	Use MLA or APA citation style to	o cite all references. Resources sh	nould be reliable and current.		
	Appearance	Portfolio must be neat, legible,	and professional and use correct	grammar and spelling.		

# Nutrition and Wellness Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4			
Organization/Delivery	Deliver oral presentation in an or summarize project.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.				
Knowledge of Nutrition and Wellness	Demonstrate thorough knowledgreal-life situations.	Demonstrate thorough knowledge of nutrition and wellness and ability to apply knowledge to real-life situations.				
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project.	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.			
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> to describe all p to support, illustrate, or compler	phases of the project. Use original, onent presentation.	creative, and appealing visuals			
Voice	Speak clearly with appropriate pi	tch, tempo, and volume.				
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ	ers to evaluators' questions regardi	ng the project.			

#### Resources

- www.choosemyplate.gov
- www.fueluptoplay60.com
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org



## **NUTRITION AND WELLNESS**

## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

Registration Packet	Picked up by adviser or de	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
<b>Event Online</b>	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser 0	1	-
Hardcopy Portfolio 0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 48 single-sided	
		pages or 59 slides completed correctly,	
		including:	
		<ul><li>1 project ID page or slide</li><li>1 table of contents page or slide</li></ul>	
		1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		Up to 9 content divider pages or slides	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	• -
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	, 0	
	Rounded only to the nearest hundredth (i.e. 79.99	9 not 80.00) Room Consultant Total)	• _
ATING ACHIEVED (circle	e one) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	<b>Bronze:</b> 1-69.99	



# **NUTRITION AND WELLNESS**

## Rubric – Level 1

Name of Participa	ant						
Chapter			State	Team #	Station	# Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	<b>0</b> Not provided	1 2 Profile is included but vaguely referred to	3 4 Profile has some evidence of self- assessment	5 6 Explained somewhat, but not documented sources of profile	7 8  Documented resources used for profile	9 10  Documented resources used, described role of profile in project	
Nutrition and Wellness Research 0–10 points	<b>0</b> Not explained	Some research done but incomplete information, does not address both nutrition and wellness issues	Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic	5 6 Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic	7 8 Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic	9 10 Research for 3 nutrition and 3 wellness issues is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0–3 points	Not included	Incomplete	1 tracking or summary	Z Tracking and summary provided	is Complete I	3 ist of tracking for 4 vided and summary is	
Nutrition and Wellness Concerns 0–3 points	<b>0</b> No concerns provided		1 concerns and goals d but are not	A minimum of 3 concer goals are outlined and a appropriate	ns and 3 A minimum	3 n of 3 concerns and 3 utlined and are	
Nutrition and Wellness Goals 0–5 points	0 No goals stated	1 1-3 goals are stated, but are not appropriate	2 2 appropriate goals are stated	3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	5 3 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0–4 points	Not provided	0	Plan is ir	1 2 ncluded	3 Plan is included and me accordance with goals	<b>4</b> ets needs in	
Wellness Plan 0–3 points	<b>0</b> No plan provided	Plan provid variety in e:	1 ed with no value or xperiences	2 Adequate plan provided good variety and value experiences	of wide variet valuable ex	ation is clear and easily	
Implementation Summary 0–5 points	<b>0</b> Not included	1 2 Insufficient documentate summary		3 4 d discussion and ation summary provided		5 ion and comprehensive	
Appearance 0–3 points	O Portfolio is illegible and unorganized	Portfolio is grammatica	1 neat, but may contain al or spelling errors nized poorly	Portfolio is neat, legible professional, with corre grammar and spelling	, and Neat, legible	3 , professional, correct d spelling used with	

# Nutrition and Wellness Rubric Level 1 (continued)

ORAL PRESENTATION

Points

Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Fresentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery
Knowledge of Nutrition and Wellness 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation	4 Knowledge is evident and shared at times in the presentation	5 Knowledge is evident and incorporated throughout the presentation
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	1 Minimal evidence and FCS coursework relationship	Knowledge of relations national program iden pathway identified			ationship is evident, national nd both explained well. FCS ntified
Use of Portfolio and Visuals during Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	Portfolio and visuals us throughout presentation	,	Presentation moves s presentation, portfoli	3 seamlessly between oral io and visuals
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use effectively	d Voice o	1 Juality is adequate	Voice quality is goo improve	od, but could Voic	3 ce quality is outstanding and using
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerism eye contact/inappropri clothing	s, avoids and ey	1 es, posture, mannerisms e contact is inconsistent/ g is appropriate	Gestures, posture, eye contact, and cl appropriate	mannerisms, Gest othing are eye	3 tures, posture, mannerisms, contact, and clothing enhance sentation
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than ! grammatical and pron errors	,	1 3-5) grammatical and iciation errors	Eew (1-2) grammat pronunciation erro		3 sentation has no grammatical ronunciation errors
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appropriate responses to evaluators' quest	questions were

Evaluator's Comments - include two things done well and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator Evaluator Initia	

Room Consultant Initial \_\_\_\_\_



## **NUTRITION AND WELLNESS**

## Rubric – Level 2

Name of Participa	ant						
Chapter			State	Team #	Station	ı# Level	
Chapter			State	ream#	Station	i# Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	<b>0</b> Not provided	1 2 Profile is included but vaguely referred to	3 4 Profile has some evidence of self- assessment	5 6 Explained somewhat, but not documented sources of profile	7 8 Documented resources used for profile	9 10 Documented resources used, described role of profile in project	
Nutrition and Wellness Research 0–10 points	0 Not explained	1 2 Some research done but incomplete information, does not address both nutrition and wellness issues	Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic	5 6 Research for 4 nutrition and 4 wellness issues is current, appropriate	7 8 Research for 4 nutrition and 4 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic	9 10 Research for 4 nutrition and 4 wellness issues is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0–3 points	<b>0</b> Not included	Incomplete	1 tracking or summary	<b>2</b> Tracking and summary i provided	s Complete list of	3 of tracking for 7 days is summary is accurate	
Nutrition and Wellness Concerns 0–3 points	0 No concerns provided		1 concerns and goals d but are not	A minimum of 4 concert goals are outlined and a appropriate		3 n of 4 concerns and 4 utlined and are	
Nutrition and Wellness Goals 0–5 points	<b>0</b> No goals stated	1 1-4 goals are stated, but are not appropriate	2 4 appropriate goals are stated	3 4 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	4 4 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	5 4 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0–4 points	<b>0</b> Not provided	Pla	1 2 in is included	Plan is include	3 4 ed and meets needs in acc		
Wellness Plan 0–3 points	<b>0</b> No plan provided	Plan provid variety in e	1 ed with no value or xperiences	Adequate plan provided good variety and value of experiences	of wide variet valuable ex	ation is clear and easily	
Implementation Summary 0–5 points	<b>0</b> Not included	1 2 Insufficient documentat summary		<b>3 4</b> d discussion and ation summary provided	Documented discuss summary of impleme	5 ion and comprehensive entation provided	
Appearance 0–3 points	O Portfolio is illegible and unorganized	grammatica	1 neat, but may contain al or spelling errors nized poorly	Portfolio is neat, legible professional, with corre grammar and spelling	, and Neat, legible	3 , professional, correct d spelling used with	

# Nutrition and Wellness Rubric Level 2 (continued)

Points

							1 011113
ORAL PRESE Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation cover information completely but do not flow well	relevant information with	
Knowledge of Nutrition and Wellness 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation	4 Knowledge is evident and share at times in the presentation	5 Knowledge is evident and ed incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	1 Minimal evidence of FCS coursework relationship	Knowledge of relations national program ident pathway identified	hip to FCS is good,	Knowledge of FCS	3 6 relationship is evident, national d, and both explained well. FCS identified	
Use of Portfolio and Visuals during Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	Portfolio and visuals us throughout presentation	ed effectively	Presentation mov presentation, por	3 ves seamlessly between oral tfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use effectively	d Voice qu	1 uality is adequate	Voice quality is goo improve	•	3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropr clothing	s, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture, eye contact, and cla appropriate	mannerisms, othing are	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pront errors	,	1 -5) grammatical and ciation errors	Few (1-2) grammat pronunciation erro		3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropi responses to evaluators' qi	questions were	

Evaluator's Comments – include two things done
well and two opportunities for improvement:

#



# **NUTRITION AND WELLNESS**

# Rubric – Level 3 and 4

Name of Participa	ant						
Chapter			State	Team #	Station	ı# Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	<b>0</b> Not provided	1 2 Profile is included but vaguely referred to	3 4 Profile has some evidence of self- assessment	5 6 Explained somewhat, but not documented sources of profile	7 8 Documented resources used for profile	9 10 Documented resources used, described role of profile in project	
Nutrition and Wellness Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information, does not address both nutrition and wellness issues	Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic	5 6 Research for 5 nutrition and 5 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic	7 8 Research for 5 nutrition and 5 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic	9 10 Research for 5 nutrition and 5 wellness issues is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0-3 points	0 Not included	Incomplete	1 tracking or summary	<b>2</b> Tracking and summary is provided		3 of tracking for 10 days d summary is accurate	
Nutrition and Wellness Concerns 0–3 points	<b>0</b> No concerns provided		1 concerns and goals d but are not	A minimum of 5 concerr goals are outlined and a appropriate		3 n of 5 concerns and 5 utlined and are e	
Nutrition and Wellness Goals 0–5 points	0 No goals stated	1 1-5 goals are stated, but are not appropriate	2 5 appropriate goals are stated	3 5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	5 5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0–4 points	<b>0</b> Not provided	Pla	1 2 n is included	Plan is include	3 4 ed and meets needs in acc	cordance with goals	
Wellness Plan 0–3 points	<b>0</b> No plan provided	Plan provid variety in e:	1 ed with no value or xperiences	Adequate plan provided good variety and value of experiences	of wide variet valuable ex	ation is clear and easily	
Implementation Summary 0–5 points	<b>0</b> Not included	1 2 Insufficient documentat summary		3 4 d discussion and ation summary provided		5 ion and comprehensive	
<b>Appearance</b> 0–3 points	O Portfolio is illegible and unorganized	grammatica	1 neat, but may contain al or spelling errors nized poorly	Portfolio is neat, legible, professional, with corregrammar and spelling	_	3 , professional, correct d spelling used with anization of	

# Nutrition and Wellness Rubric Level 3 and 4 (continued)

ORAL PRESE	NTATION						Poi
Organization/ Oelivery ) — 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation cover information completely but doe not flow well	relevant information with	
Knowledge of Nutrition and Wellness 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation	Knowledge is evident and shared at times in the presentation	5 Knowledge is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	1 Minimal evidence of FCS coursework relationship	Knowledge of relations national program ident pathway identified	hip to FCS is good,	•	3 elationship is evident, national and both explained well. FCS entified	
Use of Portfolio and Visuals during Presentation 0-3 points	O Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	Portfolio and visuals us throughout presentation	ed effectively	Presentation move presentation, portf	3 s seamlessly between oral olio and visuals	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not use effectively	d Voice q	1 uality is adequate	Voice quality is goo improve	•	3 Dice quality is outstanding and easing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropr clothing	s, avoids and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	Gestures, posture, eye contact, and cloappropriate	othing are ey	3 estures, posture, mannerisms, re contact, and clothing enhance esentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5 grammatical and pronterrors	,	1 3-5) grammatical and ciation errors	Few (1-2) grammati pronunciation error		<b>3</b> esentation has no grammatical pronunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropria responses to evaluators' que	questions were	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator	#
Evaluator Initia	I
Room Consultant Initial	

# **STAR** Parliamentary Procedure



Parliamentary Procedure, a team event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. Participants must take a Parliamentary Procedure Knowledge Test, present a demonstration meeting using provided planning materials, and prepare minutes of the meeting.

Parliamentary Procedure is sponsored in part by National Association of Parliamentarians

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11-12



See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- The Parliamentary Procedure team will consist of four to eight members including a president who will serve as the chair, a secretary, a treasurer, and up to five others who will serve as chapter members. The chair will designate the members of the team who will serve as secretary and treasurer.
- 3. Each team must complete the online project summary form located on the "Surveys" tab of the FCCLA

- Student Portal, and provide signed proof of submission at the assigned participation time.
- 4. A planning packet consisting of agenda, secretary's record/minutes, blank secretary's record, treasurer's report, two topics of new business, and a copy of *Robert's Rules of Order, Newly Revised, 11th Edition,* will be provided. Participants must bring a gavel and pencils for taking notes. Calculators are not allowed.
- 5. Prepared scripts are not allowed. Participants will be allowed to use notes that were prepared during the planning time and pertain to information received during planning time. Acceptable notes made on provided planning materials include committee reports and main motions. Notes regarding incidental and subsidiary motions are not allowed. All planning materials and notes will be collected at the end of the event. Any teams using prepared materials will receive 0 points for Quality of Demonstration Discussion.
- Use of computers is not allowed. Participants may wear watches, but no cell phones or timers may be used.
- 7. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	FORMATIO	N						
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
4-8	Online Test; bring gavel and pencils	Table and 8 chairs—yes Electrical Access — no Planning packet, Robert's Rules Book - yes	Official dress -or- Professional dress appropriate to event	15 minutes prep time		5 min. and 1 min. warnings; stopped at 20 min.	15 minutes	50 minutes

<b>PRESENTAT</b>	PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals	

#### PARLIAMENTARY PROCEDURE

## **Procedures and Time Requirements for Competition**

All National Leadership Conference participants will take the Parliamentary Procedure Knowledge Test during the online testing window, May 9-20, 2022, following the online testing specifications. Participants will have 15 minutes to complete the test. Tests will be evaluated and the results will be factored into the *team's* final score.

_	ted time, participants will report to the planning room where they will be given one copy of each of the following: a la, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of <b>Robert's Rules of</b>				
-	evised 11th Edition. Possible topics of new business include, but are not limited to, the following: plans to increase				
chapter memb	ership, fundraising ideas for local chapter, public relations or promotional projects, community service projects, and				
participation in	FCCLA national programs.				
Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15-minut					
13 minutes	frame.)				
	Participants will move to a demonstration room to present. The demonstrated meeting may be up to 20 minutes in				
20 minutes	length (rap of gavel for FCCLA Opening Ceremonies to final gavel rap of FCCLA Closing Ceremonies). A five-minute				
	and a one-minute warning will be given. Participants will be stopped at 20 minutes.				
	Following adjournment of the meeting, the secretary will turn in the secretary's record.				
15 minutes	Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for				
15 minutes	participants.				

# **Specifications**

## **Knowledge Test**

During the online testing window, all participants will have 15 minutes to take a test derived from questions and answers submitted by the National Association of Parliamentarians. The test scores of all participants on a team will be averaged to determine a team test score. This average will be worth 20% of the team's final score.

#### **Demonstrated Meeting**

The demonstrated meeting may be up to 20 minutes in length and is presented to evaluators. The demonstrated meeting should show the participants' knowledge of parliamentary law and their ability to perform designated skills, and should follow the agenda given during the preparation time.

Proper Use of Parliamentary Law	Use parliamentary law according to Robert's Rules of Order Newly Revised 11th Edition.
Proper Recognition of Chair and All Members	Use proper procedure when addressing chair or members.
Coverage of Agenda	Address all agenda items properly. Items on agenda should include FCCLA opening ceremony, call to order, previous meeting minutes, treasurer's report, committee report(s), unfinished business, new business, FCCLA closing ceremony, and adjournment.
Main Motion	
Amend a Motion	
Point of Order or Parliamentary Inquiry	
Division of the Assembly or Division of the Question	Demonstrate each ability correctly, in a proper sequence, and at an appropriate time during
Previous Question	the meeting.  NOTE: To receive credit for demonstrating each ability correctly, amendments may apply to
Request for Information	one or more motions.
Postpone to a Certain Time	
Refer to a Committee	
Lay on the Table	
Question of Privilege or Recess	

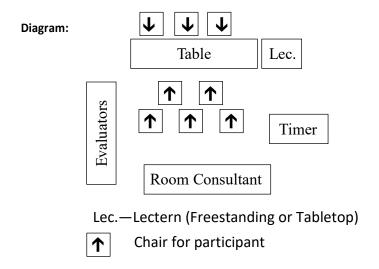
# Parliamentary Procedure Specifications (continued)

Demonstration Time and Quality	Conduct an overall high-quality demonstration which lasts an appropriate amount of time required for <i>content</i> , debate, and involvement.
Clarity of Expression and Voice	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo, and volume. Discussion should flow naturally from one item on agenda to the next.
Poise	Team conducts itself in appropriate, professional, and poised manner.
Impartiality of Presiding Officer	Presiding officer uses entire <i>team</i> and their ideas.
Team Participation	Active participation by all members during opening and closing ceremonies and discussion (except the secretary).
Debate Includes FCCLA	Conduct meeting with accurate use of FCCLA Purposes, Mission, and facts throughout debate.

#### **Secretary's Record**

Secretary's record of the demonstrated meeting will be taken by the secretary during the meeting on the provided form. The record, upon completion, will be presented to the evaluators immediately following adjournment of the meeting. The secretary's record may not be rewritten after the meeting; it will not be evaluated as final minutes. The record will be evaluated for coverage of all meeting activities.

The team enters the demonstration room and is seated. Tables and chairs may not be moved.





## **PARLIAMENTARY PROCEDURE**

# **Point Summary Form**

on at top is correct. If a study of the stud	udent name nd return w	ith other forms. Do NO	ross their name(s) of	
No Show" across the top and begins, room consultants score.  esentation, verify evaluate	nd return w	ith other forms. Do NO		ff. If a team
score. esentation, verify evaluato	s should fill o		i change team or sta	
		out the form below to o	calculate the registra	ation points
ion. Place this form in front		d fill in information be pleted rubrics and stapl		
on in the room, double ch nd turn in to the Lead Con		es, names, and team nu	mbers to ensure acc	curacy. Sort
nsultant if there are any q	uestions reg	garding the evaluation p	process.	
ECK				Points
Picked up by a	adviser or des	signated adult during sche	eduled time	
No <b>0</b>				
_				
				on
-	ied by	time and signed by advi	ser	
0			1	
Not provided to Room Cons	sultant at	Provided to Room Cons	ultant at Orientation	
Orientation				
Participant 1%				
Participant 2%		Total Team Score	%	
				_
			re %: =	
		Team Score		
raiticipalit o/				
			(20 points possib	ole)
L		RO		i
Initials			(26 points possib	ole)
		AVER		
 Initials			(74 points possib	ole) ·
divided by number of evalu	ators			
= AVERAGE EVALUAT	OR SCORE		rage Evaluator Score p	lus
	Participant 1 % Participant 2 % Participant 4 % Participant 5 % Participant 6 % Participant 7 % Participant 8 %	Picked up by adviser or der  No  O  Official documentation not provided at presentation time or signed by adviser  O  Not provided to Room Consultant at Orientation  Participant 1	Picked up by adviser or designated adult during sche No 0 Yes  Official documentation not provided at presentation time or signed by adviser  ONOT Provided to Room Consultant at Orientation  Participant 1	Picked up by adviser or designated adult during scheduled time  No  O  Official documentation not provided at presentation time or signed by adviser  O  Not provided to Room Consultant at Orientation  Participant 1  Participant 2  Participant 3  Participant 4  Participant 4  Participant 5  Participant 6  Participant 7  Participant 8  O  ROM CONSULTANT TOT Initials  Initials  Initials  AVERAGE EVALUATOR SCORE  PAVERAGE EVALUATOR SCORE  PAVERAGE EVALUATOR SCORE  PAVES 3  Official documentation provided at presentation time and signed by adviser  1  Provided to Room Consultant at Orientation  Total Team Score  **Number of participants on team  = Average Team Score %:  [20 points possib  AVERAGE EVALUATOR SCORE  (Average Evaluator Score p

Evaluator 1\_\_\_\_\_ Evaluator 2\_\_\_\_ Evaluator 3\_\_\_\_ Adult Room Consultant\_\_\_\_ Event Lead Consultant\_\_\_\_

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)



# **PARLIAMENTARY PROCEDURE**

# Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

DEMONSTRATED N	MEETING				
Proper Use of Parliamentary Law 0–5 points	0 Team did not demonstrate any Parliamentary Law according to Robert's Rules of Order Newly Revised 11th edition	1–2 Team lacked basic understanding of parliamentary law according to Robert's Rules of Order Newly Revised 11th Edition		5 Team carried out all procedures correctly according to Robert's Rules of Order Newly Revised 11th Edition	
Proper Recognition of Chair and All Members 0–3 points	<b>0</b> Members were never recognized by chair before speaking	1 Proper recognition of the chair and members were met some of the time	Proper recognition of the chair and members were met most of the time	3 Chair and members were recognized properly at all times	
Coverage of Agenda )–3 points	<b>0</b> Team did not follow agenda	1 Team did not address all agenda items	Z Team addressed all agenda items, but some were not done properly	3 Team addressed all agenda items properly	
Main Motion 0–3 points	<b>0</b> Team did not demonstrate a main motion	1 Team incorrectly attempted a main motion	2 Team stated a main motion without properly carrying it out	3 Team correctly demonstrated a main motion	
Amend a Motion 0–3 points	<b>0</b> Team did not demonstrate amending a motion	1 Team did not complete the amendment of a motion	2 Team completed the amendment of a motion, but did so incorrectly	3 Team correctly amended a motion	
Point of Order or Parliamentary Inquiry 0–3 points	0 Team did not demonstrate a point of order or parliamentary inquiry	1 Team did not complete point of order or parliamentary inquiry	2 Team completed point of order or parliamentary inquiry, but did so incorrectly	3 Team correctly demonstrated a point of order or parliamentary inquiry	
Division of the Assembly or Division of the Question 0–3 points	O Team did not demonstrate division of the assembly or division of the question	1 Team did not complete division of the assembly or division of the question	Z Team completed division of the assembly or division of the question, but did so incorrectly	3 Team correctly demonstrated division of the assembly or division of the question	
Previous Question 0–3 points	<b>0</b> Team did not demonstrate previous question	1 Team did not complete previous question	<b>2</b> Team completed previous question, but did so incorrectly	3 Team correctly demonstrated previous question	
Request for Information 0–3 points	<b>0</b> Team did not demonstrate request for information	1 Team did not complete request for information	<b>2</b> Team completed request for information, but did so incorrectly	3 Team correctly demonstrated request for information	
Postpone to a Certain Fime 0–3 points	O Team did not demonstrate postpone to a certain time	1 Team did not complete postpone to a certain time	Z Team completed postpone to a certain time, but did so incorrectly	3 Team correctly demonstrated postpone to a certain time	
Refer to a Committee 0–3 points	0 Team did not demonstrate refer to a committee	1 Team did not complete refer to a committee	Z Team completed refer to a committee, but did so incorrectly	3 Team correctly demonstrated refer to committee	
ay on the Table 0–3 points	O Team did not demonstrate lay on the table	1 Team did not complete lay on the table	Z Team completed lay on the table, but did so incorrectly	3 Team correctly demonstrated lay on the table	
Question of Privilege or Recess 0-3 points	O Team did not demonstrate question of privilege or recess	1 Team did not complete question of privilege or recess	Z Team completed question of privilege or recess, but did so incompletely	3 Team correctly demonstrated question of privilege or recess	

# Parliamentary Procedure Rubric (continued)

			Points
Demonstration Time	0-1	2	3
0-3 points	10 minutes or less	10 – 15 minutes	15 – 20 minutes
Quality of Demonstration Discussion 0-15 points	0 1 2 3 4 Limited quality discussion and invenembers		11 12 13 14 15 lity of discussion, diversity of viewpoints appropriate involvement
Clarity of Expression	0	1 2	3
and Voice 0-3 points	Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	Few team members use clear speech or voice projection, or pronunciation or proper grammar pronunciation or proper grammar speech or voice projection, pronunciation or proper grammar pronunciation proper grammar pronunciation proper grammar pronunciation proper grammar pronunciation proper grammar pronunciation proper grammar proper gr	or pronounces all words, no
Poise	0	1 2	3
0-3 points	Expressionless, no hand gestures, sways, no eye contact	Few team members use appropriate expression or hand gestures or posture or eye contact Most team members use appropriate expression or hand gestures or posture or eye contact	Good expression, appropriate and hand gestures, good posture, good eye contact
Impartiality of	0	1 2	3
Presiding Officer 0-3 points	Did not call on all members, states own opinion	The presiding officer rarely calls on all members and/or rules fairly on all members and/or rule fairly on motions on motions	/ calls The presiding officer always calls s fairly on all members and/or rules fairly on motions
Team Participation	0	1 2	3
0-3 points		rily on one or two involved in the meeting	All team members were actively involved in carrying out the meeting (except secretary)
Debate includes FCCLA Purposes 0-1 point	Team did not include FCCLA Purpo	O ses, Mission or facts Team used FCCLA Purposes	1 , Mission or facts in a majority of debate
SECRETARY'S RE	CORD		
Secretary's Record	0	1	2
0-2 points	Most information is missing and a items were not recorded	genda Unorganized and some agenda items not Organized recorded items	anized and contain all required agenda ns

	Poin	ts
Evaluator's Comments – include two things done well and two opportunities for improvement:	TOTAL (74 points possible)	
	Evaluator #	
	Evaluator Initial	
	Room Consultant Initial	



## **FCCLA Opening Ceremony**



#### President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."

#### Officers:

"Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation."

#### Members:

"As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service."

President:	
"This meeting of the	Chapter of Family, Career and Community
Leaders of America is now	in session. You may be seated."

#### BRIEF FCCLA OPENING CEREMONY

The following is a short alternative opening ceremony.

#### President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America." Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This meeting of the \_\_\_\_\_Chapter of Family, Career and Community Leaders of America. is now in session. You may be seated."





## **FCCLA Closing Ceremony**

#### President:

"Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

#### Members:

(Repeat Creed)

#### **CREED**

We are the Family, Career and Community Leaders of America». We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values. For we are the builders of homes,

Homes for America's future,

Homes where living will be the expression of everything that is good and fair, Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America». We face the future with warm courage and high hope.

## **President:**

"This meeting of the \_\_\_\_\_Chapter of Family, Career and Community Leaders of America is now adjourned." (Raps gavel.)

#### BRIEF FCCLA CLOSING CEREMONY

The following is a short alternative closing ceremony.

#### President:

"Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and career and technical education. This meeting of Family, Career and Community Leaders of America is now adjourned." (Raps gavel.)



# FCCLA Secretary's Record



Chapter Name		Presiding Offic	cer
# of members present	Date	Time	_Place
Opening Ceremony $f \Box$ YES	□ NO	Quorum pr	esent 🗖 YES 🗖 NO
Minutes of the previous me	eeting were read $oldsymbol{\square}$	YES 🗖 NO Appr	oved 🗖 YES 🗖 NO
Corrections ☐ YES ☐ NO	Notes:		
Treasurer's Report 🖵 YES	□ NO	Attached $\Box$	Filed for audit $lacksquare$
Balance	e on hand	_	
REPORTS, MOTIONS, ETC.	<b>Motion by</b>	Second	Results, Actions
Committee Report			
Written reports attached			
Unfinished Business			
New Business			
Meeting adjourned at		Submitted by	
Closing Ceremony  YES	□ NO	Position held	



**Professional Presentation,** an *individual* or *team event,* recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder,* an **oral presentation,** and *visuals.* 

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL IN</b>	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File Folder, Oral Presentation, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	5 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	25 minutes

<b>PRESENTAT</b>	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### PROFESSIONAL PRESENTATION

# **Procedures and Time Requirements for Competition**

Each entry wil	I submit a file folder with required documents to the event room consultant at the designated participation time.	
Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
5 minutes	Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins.	
	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.	
10 minutes	Participants will be stopped at 10 minutes.	
	If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.	
C minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. File folders will	
5 minutes	be returned to participants at the end of scoring.	

## **Specifications**

#### File Folder

Participants will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (typed or handwritten) in the top left corner with name of event, event level, participant's name(s), and state.

SPECIFICATIONS	LEVEL 1 LEVEL 2		LEVEL 3			
Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name and title of presentation.					
FCCLA <i>Planning Process</i> Summary Page	One 8½"x 11" summary page of present the presentation.	One 8½"x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the presentation.				
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>file folder</i> .					
Documentation Delivery	1 prior professional presentation to different audiences; and proof of presentations with a written thank you note	2 prior presentations to different audiences of 5 or more individuals; proof of presentations with a news clipping/ photo, and a written thank you.	3 prior presentations to different audiences of 5 or more individuals; proof of presentations with a news clipping /photo and a written thank you.			
Works Cited/Bibliography	Use MLA or APA citation style to cite all references. Resources should be reliable and current.					

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
Introduction	Use creative methods to capture <i>audience</i> attention.	Use creative methods to capture as a part of the introduction.	e audience attention. Use visuals

# **Professional Presentation Specifications (continued)**

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
Knowledge of Subject Matter	Present a minimum of 3 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 4 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 5 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.		
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.	Describe suggested methods or techniques FCCLA members can use to address the issues of concern. Discuss appropriate occupational safety or health concerns or issues that are related to the topic.			
Summary	Summarize 2 major points of the presentation.	Summarize 3 main points and/or issues of concern.	Summarize 4 main points and/or issues of concern.		
Length of Presentation	The presentation should be an information presented.	appropriate length within the 10-m	inute timeframe for the		
Organization/Delivery	Deliver oral presentation in an	organized, sequential manner as ou	utlined.		
Voice	Speak clearly with appropriate pitch, tempo, and volume.				
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.				
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answ	Provide clear and concise answers to evaluators' questions regarding the project.			

## Visuals/Props

*Visuals/props* may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.

Effectively Illustrate Content	Support, illustrate, and/or complement <i>content</i> of presentation.
Creativity of Visuals	Use creative methods to illustrate presentation.
Use of Visuals	Presentation aids must be visible to the <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling.



**EVALUATORS' SCORES** 

Evaluator 1\_\_\_\_\_

Evaluator 2\_\_\_\_\_Evaluator 3\_\_\_\_\_

Total Score

Name of Participant

## **PROFESSIONAL PRESENTATION**

## **Point Summary Form**

oter		State	Team	า #	Station #	Level
	ormation at top is correct. now, write "No Show" acro					
	resentation, the room cor pelow and fill in the boxes		ck participa	ints' file folc	der using the criteria	a and
	n of presentation, verify e s' verification. Place this ether.					
	npetition in the room, dou order and turn in to the Le		s, names, a	and team nu	ımbers to ensure ac	ccuracy. Sort
5. Check with the Le	ead Consultant if there are	e any questions reg	arding the	evaluation	process.	
ROOM CONSULTAN	IT CHECK					Poi
Registration Packet 0 or 3 points	Picked No <b>0</b>	d up by adviser or des	ignated adu	It during scho	eduled time 3	
Event Online Orientation Documentation 0 or 2 points	Official documentation presentation time or	on not provided at	ded at Official document		<b>2</b> n provided at presenta viser	ation
File Folder 0–4 points	No File Folder presented	File Folder preser incorrect labeling/insufficie materials for eval (less than 3 copie contents) or inco content	ent uators s of	labeling and sufficient evaluators materials  Project ID page Planning Process Summary		s
Punctuality	0	<u> </u> )		• Works	Cited 1	
0–1 point	Participant was late f	for presentation	Participant was on time for presentation			

RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial)

divided by number of evaluators

= AVERAGE EVALUATOR SCORE

Initials \_\_\_\_\_

Initials \_\_\_\_\_

Initials

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_ Evaluator 3 \_\_\_\_ Adult Room Consultant \_\_\_\_ Event Lead Consultant \_\_\_\_

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

**ROOM CONSULTANT TOTAL** 

**AVERAGE EVALUATOR SCORE** 

(Average Evaluator Score plus

(10 points possible)

**FINAL SCORE** 

→ (90 points possible)

Room Consultant Total)



Name of Participant \_\_\_\_

# **PROFESSIONAL PRESENTATION**

# Rubric – Level 1

Chapter			State	Team #_	Statio	on # Leve	l
FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	Polits
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources list		1 are incomplete, not not reliable for	Reliable resources but style (see style sheet)	reliable r	3 e list of current and esources, in MLA or APA estyle sheet)	
ORAL PRESENT	TATION						
Introduction 0-5 points	<b>0</b> No obvious introduction	1 Introduction not relevant or appropriate for presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	4 Creative introductions	5 Introduction captured attention immediately	
Knowledge of Subject Matter 0-15 points	<b>0</b> Little or no evidence of knowledge	1 2 3 Minimal evidence of knowledge, less than 3 sources used, or sources not current	4 5 6 Some evidence of knowledge, less than 3 sources used, and sources not current	7 8 9 Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 3 sources are used	10 11 12 Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 3 sources used	13 14 15 Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 3 sources used	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of k FCS coursework relation	•	<b>2</b> ledge of relationship to	FCS is Knowledge ar evident	<b>3</b> d FCS relationship is	
Methods or Techniques to Address the Issues of Concern 0-12 points	O  Did not mention any methods of techniques	1 2 Methods and techniques were given, but not explained	3 4 Methods and techniques were given, but not clearly explained	5 6 Issues were examined with some methods and techniques to solve concerns	7 8 9 Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and	10 11 12 Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
Summary 0-5 points	Not provided	Poor sumn conclusion	1 2 nary with weak	3 4 Provided a summary be concluding statement stronger	could be more ma	5 summary includes 2 or jor points and with including statement	
Length of Presentation 0-3 points	<b>0</b> Did not speak	Spoke very	1 r briefly or was stopped	2 Spoke an appropriate could have expanded presentation	length but The preso	3 entation was within 10 and all information was for an appropriate	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qual	1 ity is adequate	<b>2</b> Voice quality is good, improve	but could Voice qui	3 ality is outstanding and	

# Professional Presentation Rubric Level 1 (continued)

							Points
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, eye contact/inappropriaclothing	avoids and eye c	1 posture, mannerisms ontact is inconsistent/ appropriate	Gestures, posture, ma eye contact, and cloth appropriate	ing are eye	3 ures, posture, mannerisms, contact, and clothing enhance entation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronul errors	•	i) grammatical and ition errors	Few (1-2) grammatica pronunciation errors		entation has no grammatical ronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriat responses to evaluators' questions	e Responses to questions were appropriate and given without hesitation	
VISUALS/PROP Effectively	PS .		1 2	2 4		_	
Illustrate Content 0-5 points	Visuals not provided	Visuals ar the prese	e weak in supporting	Visuals support the probut do not complement content		ials support and complement presentation	
Creativity of Visuals 0-5 points	<b>0</b> Visuals not used during presentation		1 2 ot original, lacking creativity	<b>3 4</b> Somewhat creative, or appealing		5 nly original, very appealing, creative	
Use of Visuals	0	1	2	3	4	5	
0-5 points	Visuals not used during presentation	Visuals used to limit amount of speaking time	Visuals used minimally during presentation	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments – include two things done well
and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator #	
<b>Evaluation Initial</b>	
Room Consultant Initial	



# **PROFESSIONAL PRESENTATION**

# Rubric – Level 2

Name of Participa	ant						
Chapter			State	Team #	Statio	n # Level	
FILE FOLDER FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	Points
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources list		1 are incomplete, not not reliable for	Reliable resources but style (see style sheet)	incorrect Complete reliable re	3 list of current and sources, in MLA or APA style sheet)	
ORAL PRESENT	ATION						
Introduction 0-5 points	<b>0</b> No obvious introduction	1 Introduction not relevant or appropriate for presentation or did not use visuals	2 Introduction not effective in capturing attention or not did use visuals	3 Somewhat creative/attention getting and included use of visuals	4 Creative introductions and included use of visuals	5 Introduction captured attention immediately and included use of visuals	
Knowledge of Subject Matter 0-15 points	<b>0</b> Little or no evidence of knowledge	1 2 3 Minimal evidence of knowledge, less than 4 sources used, or sources not current	4 5 6 Some evidence of knowledge, less than 4 sources used, and sources not current	7 8 9 Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 4 sources are used	10 11 12 Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 4 sources used	13 14 15 Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 4 sources used	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relatio national program iden		Knowledge and FCS re national program iden explained well		
Methods or Techniques to Address the Issues of Concern 0-12 points	Did not mention any methods of techniques. No connections to occupational safety or health	1 2 Methods and techniques were given, but not explained. No connections to occupational safety or health	3 4 Methods and techniques were given, but not clearly explained. No connections to occupational safety or health	5 6 Issues were examined with some methods and techniques to solve concerns. Connection to occupational safety or health is minimal	7 8 9 Methods and techniques thoroughly explained and issue is connected to occupational safety or health concerns	10 11 12  Multiple strategies are examined.  Critical thinking is used to focus on deciding what to believe or do. Issue is connected to occupational safety or health concerns	
Summary 0-5 points	<b>0</b> Not provided	Poor summ conclusion	1 2 Pary with weak	<b>3 4</b> Provided a summary b concluding statement stronger	could be more maj	5 summary includes 3 or or points and with acluding statement	
Length of Presentation 0-3 points	<b>0</b> Did not speak	Spoke very	1 briefly or was stopped	Spoke an appropriate I could have expanded r presentation	more on minutes a	3 ntation was within 10 nd all information was or an appropriate ime	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	<b>1</b> ty is adequate	Voice quality is good, be improve	out could Voice qua pleasing	3 lity is outstanding and	

# Professional Presentation Rubric Level 2 (continued)

							Points
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, eye contact/inappropriaclothing	avoids and eye co	1 posture, mannerisms ontact is inconsistent/ appropriate	<b>2</b> Gestures, posture, ma eye contact, and cloth appropriate	ning are ey	3 estures, posture, mannerisms, e contact, and clothing enhance esentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronul errors	ammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors		, , , ,			
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropri responses to evaluators' questions	ate Responses to questions were appropriate and given without hesitation	
VISUALS/PROF						_	
Effectively Illustrate Content 0-5 points	<b>0</b> Visuals not provided	Visuals ar the prese	1 2 re weak in supporting ntation	Visuals support the pre but do not complement content		isuals support and complement ne presentation	
Creativity of Visuals 0-5 points	<b>0</b> Visuals not used during presentation		1 2 ot original, lacking creativity	<b>3 4</b> Somewhat creative, or appealing	-	5 ighly original, very appealing, nd creative	
Use of Visuals	0	1	2	3	4	5	
0-5 points	Visuals not used during presentation	Visuals used to limit amount of speaking time	Visuals used minimally during presentation	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments – include two things done wel
and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator #	
<b>Evaluation Initial</b>	
Room Consultant Initial	



# **PROFESSIONAL PRESENTATION**

# Rubric – Level 3 and 4

Name of Particip	oant						
Chapter			State	Team #	Static	on # Leve	l
FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	<b>Q</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources list		1 are incomplete, not not reliable for	Reliable resources but style (see style sheet)	incorrect Complete	3 e list of current and esources, in MLA or APA estyle sheet)	
ORAL PRESENT	TATION	p. 0,000			50,15 (555	, , , , , , , , , , , , , , , , , , , ,	
Introduction 0-5 points	<b>0</b> No obvious introduction	1 Introduction not relevant or appropriate for presentation or did not use visuals	Introduction not effective in capturing attention or not did use visuals	3 Somewhat creative/attention getting and included use of visuals	4 Creative introductions and included use of visuals	5 Introduction captured attention immediately and included use of visuals	
Knowledge of Subject Matter 0-15 points	<b>0</b> Little or no evidence of knowledge	1 2 3 Minimal evidence of knowledge, less than 5 sources used, or sources not current	4 5 6 Some evidence of knowledge, less than 5 sources used, and sources not current	7 8 9 Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 5 sources are used	10 11 12 Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 5 sources used	13 14 15 Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 5 sources used	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of Fo coursework relationsh	ip good, natio	2 e of relationship to FCS is onal program identified. hway identified	FCS evident, national	3 CS relationship is al program identified, ned well. FCS career	
Methods or Techniques to Address the Issues of Concern 0-12 points	O Did not mention any methods of techniques. No connections to occupational safety or health	1 2 Methods and techniques were given, but not explained. No connections to occupational safety or health	Methods and techniques were given, but not clearly explained. No connections to occupational safety or health	5 6 Issues were examined with some methods and techniques to solve concerns. Connection to occupational safety or health is minimal	7 8 9 Methods and techniques thoroughly explained and issue is connected to occupational safety or health concerns	Critical thinking is used to focus on	
Summary 0-5 points	<b>0</b> Not provided	Poor summ conclusion	1 2 nary with weak	3 4 Provided a summary be concluding statement stronger	could be more ma	5 summary includes 4 or jor points and with including statement	
Length of Presentation 0-3 points	O Did not speak	Spoke very	<b>1</b> briefly or was stopped	Spoke an appropriate could have expanded presentation	more on minutes	3 entation was within 10 and all information was for an appropriate time	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	1 ty is adequate	Voice quality is good, improve	but could Voice qua	3 ality is outstanding and	

# Professional Presentation Rubric Level 3 and 4 (continued)

							Points
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, eye contact/inappropriaclothing	avoids and eye c	1 posture, mannerisms ontact is inconsistent/ appropriate	<b>2</b> Gestures, posture, ma eye contact, and cloth appropriate	ning are eye c	3 ures, posture, mannerisms, contact, and clothing enhance entation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronul errors	,	1 5) grammatical and ation errors	<b>2</b> Few (1-2) grammatica pronunciation errors		3 entation has no grammatical onunciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	
Effectively Illustrate Content 0-5 points	<b>0</b> Visuals not provided	Visuals ar the prese	1 2 re weak in supporting intation	3 4 Visuals support the probut do not complement		5 als support and complement presentation	
<b>Creativity of Visuals</b> 0-5 points	<b>0</b> Visuals not used during presentation		1 2 ot original, lacking creativity	3 4 Somewhat creative, or appealing		5 ily original, very appealing, creative	
<b>Use of Visuals</b> 0-5 points	<b>0</b> Visuals not used during presentation	1 Visuals used to limit amount of speaking time	2 Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments – include two things done wel
and two opportunities for improvement:

TOTAL	
(90 points possible)	
Evaluator #	
<b>Evaluation Initial</b>	
Room Consultant Initial	



**Promote and Publicize FCCLA!** is an *individual* or *team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. Participants must prepare an **oral presentation** and *portfolio*.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL INF Number of Participants per Entry	ORMATION Prepare Ahead of Time	Equipment Provided	Competition Dress Code	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
1-3	Portfolio, Oral Presentation	Table - yes Electrical Access – no Wall Space – no Supplies - no	Official dress - or-Professional dress – or costume appropriate to event	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
									•

## PROMOTE AND PUBLICIZE FCCLA!

## **Procedures and Time Requirements for Competition**

Each entry will	submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.
10 main ut a a	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 5-minute playing time during the presentation. <i>Presentation equipment,</i> without audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
10 minutes	Participants will then be given 10 minutes to complete the writing sample portion of the event.
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing
3 minutes	sample, and meet with each other to discuss participants' strengths and suggestions for improvement

## **Specifications**

## **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to evaluators, participants may not switch to an electronic portfolio.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 47 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–7	Content Divider Pages or Sections	Use 0 to 7 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

# Promote and Publicize FCCLA! Specifications (continued)

	Evidence of Research	Document background research and <i>current</i> data supporting project concern. Examples of research include chapter history, school/student trends, <i>community</i> knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all <i>resources</i> appropriately.
Up to 25	Promotion Plan Description	A planned, cohesive promotion and publicity <i>campaign</i> with published goals and objectives for marketing and public relations efforts. Specify <i>current</i> year plans and timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, brochures, letters to chapter members, school officials, and <i>community</i> members, handouts for FCCLA chapter events, and public relations aimed at other <i>professional</i> organizations. The results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target <i>audience</i> .
awareness of FCCLA, or greated awareness of FCCLA, or greated	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.	
	Use technology to develop promotional materials that raise awareness and educate the school, parents, and members of the community about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of technology include, but are not limited to: computer applications, audio or video production, multimedia, slides, and photography. Hard copies/pictures must be included in portfolio.	
	Evidence of Public Awareness and Promotion	Evidence of a successful promotion plan such as appropriate increase in chapter membership, increase in chapter event participation, increase in interest about FCCLA, increase in support from the school and/or community, or development of partnerships with community resources.
	Relationship to Family and Consumer Sciences	Describe relationship of project <i>content</i> to Family and Consumer Sciences and/or related occupations.
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 5-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of <i>current</i> data and knowledge of trends in <i>technology</i> and its application to Family and Consumer Sciences-related concerns.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

# Promote and Publicize FCCLA! Specifications (continued)

Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.
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## **Writing Sample**

The participant(s) will be given 10 minutes to develop an outline of the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same level and will be evaluated for the inclusion of correct parts and professionalism. Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or *community* flyer, and preparing a photograph for publication.

#### **Resources**

FCCLA Branding and Promotion Guide

# FCCLA ®

## PROMOTE AND PUBLICIZE FCCLA!

# **Point Summary Form**

Name o	of Participant			
Chapte	r	State	Team # Station #	Level
1.			ned is not participating, cross their name(s) off. eturn with other forms. Do <b>NOT</b> change team o	
2.	Before student preser standards listed below		neck participants' portfolio using the criteria an	d
3.		rification. Place this form in front of	and fill in information below. Calculate the fina the completed rubrics and staple all items rela	
4.	·	tion in the room, double check all sco and turn in to the Lead Consultant.	ores, names, and team numbers to ensure accu	racy. Sort
5.	Check with the Lead C	onsultant if there are any questions	regarding the evaluation process.	
R	OOM CONSULTANT CH	ECK		Points
	Registration Packet	Picked up by adviser or d	esignated adult during scheduled time	
	0 or 3 points	No <b>0</b>	Yes 3	
	Event Online	0	2	
	Orientation  Documentation	Official documentation not provided at presentation time or signed by	Official documentation provided at presentation time and signed by adviser	
	0 <i>or</i> 2 points	adviser	time and signed by adviser	
	Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	O Binder is not the official FCCLA binder O Electronic Portfolio not in viewable	Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the	
		format to the evaluators	evaluators	
	<b>Portfolio Pages</b> 0–3 points	Portfolio exceeds the page limit	2 3 2 or more errors 1 error no errors Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including:  • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 content divider pages or slides • Up to 25 content pages or 35 content slides	
	Punctuality	0	1	
	0–1 point	Participant was late for presentation	Participant was on time for presentation  ROOM CONSULTANT TOTAL	+
	EVALUATORS' SCORES	lo:kiele		
	aluator 1	Initials	(10 points possible)	
Ev	aluator 2	Initials	AVERAGE EVALUATOR SCORE	
Ev	aluator 3	Initials	(90 points possible)	
To	otal Score	divided by number of evaluators	FINAL SCORE	
		= AVERAGE EVALUATOR SCORE /	(Average Evaluator Score plus	I

Evaluator 1\_\_\_\_\_ Evaluator 2\_\_\_\_ Evaluator 3\_\_\_\_ Adult Room Consultant\_\_\_ Event Lead Consultant\_\_\_\_

Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

Silver: 70-89.99

**RATING ACHIEVED** (circle one) **Gold:** 90-100

**VERIFICATION OF FINAL SCORE AND RATING (please initial)** 

**Bronze:** 1-69.99

Room Consultant Total)



# **PROMOTE AND PUBLICIZE FCCLA!**

## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Proce steps are summarized	ess Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-4 points	<b>0</b> Not explained	1 Some research do incomplete inforn		able sources app	3 search is current, propriate for topic, om reliable sources	4 Research is current, documented correctly, and appropriate for topic	
Promotion Plan Description 0-10 points	<b>0</b> Not evident	1 2 The promotion plan has ideas for a few projects and events	3 4 The promotion plan includes ideas for several projects and events	5 6 Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	7 8 Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization	Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools	
Evidence of Campaign 0–10 points	<b>0</b> No evidence provided	1 2 Portfolio contains very limited sample of the materials produced for the publicity campaign	3 4 Portfolio contains some of the materials produced for the campaign	5 6 Portfolio contains most of the materials produced for the campaign	7 8 Portfolio contains samples of all materials produced for the publicity campaign	9 10 There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality	
Evidence of Technology Used 0–3 points	<b>0</b> No technology used		1 ry used to develop t not explained	Z Technology and te to develop project	echniques used Techno t are explained project	3 plogy used to develop t and materials were ped to document project	
Evidence of Public Awareness and Promotion 0–5 points	<b>0</b> Evidence is missing	1 The portfolio shows limited information regarding public awareness and promotion	The portfolio adequately addresses the area of public awareness and promotion	3 The portfolio extensively shows areas of public awareness and promotion	The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	5 The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
Relationship to Family and Consumer Sciences and/or Related Occupations 0-5 points	<b>0</b> Not included	1 Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	4 Explained fully with evidence of some understanding of content area	5 Explained fully with evidence of mastery of the content area	
Works Cited/ Bibliography 0-3 points	0 No resources listed		1 are incomplete, not r not reliable for	Reliable resources style (see style she	s but incorrect Compl eet) reliable style (s	3 ete list of current and e resources, in MLA or APA see style sheet)	
Appearance 0–3 points	<b>0</b> Portfolio is illegible an unorganized	grammatio	1 s neat, but may contain cal or spelling errors anized poorly	Portfolio is neat, lo professional, with grammar and spel	egible, and Neat, I correct correct lling used w	3 egible, professional, t grammar and spelling vith effective organization rmation	

# Promote and Publicize FCCLA! Rubric (continued)

**Points** 

ORAL PRESE Organization/	0	1	2	3 4	5 6	7 8	<u> </u>	9 10		
elivery	Presentation is not	Presentation		Presentation covers	Presentation gives	Presentation of		ntation covers all		
– 10 points	done or presented	some topic	covers	all topic elements	complete	information		int information with		
•	briefly and does not	elements		but with minimal	information but					
	cover components	elements				completely bu		nless and logical		
	of the project			information	does not explain the	not flow well	delive	ry		
(nowledge of	0	1		2	project well  3	4		5		
Subject Matter Little or no evidence Minimal evide		lanca of	Some evidence of	Knowledge of	Knowledge of	Know	ledge of subject			
0-5 points	of knowledge	knowledge	ience or	knowledge	subject matter is	subject matte		r is evident and		
	or knowledge	Kilowieuge		Kilowieuge	evident but not	evident and sh		orated throughout		
						at times in the		J		
					effectively used in		: the pi	esentation		
Jse of Portfolio	0	1		2	presentation 3	presentation		5		
and Visuals			l vicuale	Portfolio and visuals	Portfolio and visuals	Portfolio and v	vicuale Droco	ntation moves		
during	not used during	used to limit		used minimally		used effective		essly between oral		
Presentation	presentation			•	incorporated		•	•		
0-5 points	hieselitation	amount of sp	Jeaking	during presentation	throughout	throughout	•	ntation, portfolio		
/oice – pitch,	0	time		1	presentation 2	presentation	and v	suais 3	-	
		٨	Voice :-	1 Jality is adequate	<del>-</del>	الحاديمة عربط أم	Voice	•		
)-3 points			voice qu	iality is adequate	Voice quality is good, but could improve		Voice quality is outstanding and pleasing			
Body Language/	0			1	2			3		
Clothing Choice	Uses inappropriate gestures,		Gestures, posture, mannerisms		Gestures, posture,	mannerisms,	Gestures, pos	ture, mannerisms,		
0-3 points	posture or mannerisms, avoids		and eye contact is inconsistent/		eye contact, and clothing are		eye contact, a	and clothing enhance		
	eye contact/inappropr	/inappropriate		is appropriate	appropriate		presentation			
	clothing									
Grammar/Word	0			1	2		3			
Usage/ Pronunciation	Extensive (more than 5		Some (3-5) grammatical and		Few (1-2) grammatical and		Presentation has no grammatical			
0-3 points	grammatical and pron	unciation	pronunc	ciation errors	pronunciation errors		or pronunciation errors			
•	errors									
Responses to Evaluators'	0	1		2	3	4		5		
Evaluators Questions	Did not answer	Unable to ar		Responded to all	Responded	Gave appropri	•	nses to questions		
0-5 points	evaluators'	some questi	ons	questions but	adequately to all	responses to		appropriate and		
, 5 points	questions			without ease or	questions	evaluators'	given	without hesitation		
				accuracy		questions				
	MPLE OUTLINE									
Knowledge of	0		1	2	3 4		5	6		
Public Relations	Writing sample outline	not Demo	nstrates a	n attempt at sample	Demonstrates some know	owledge of	Demonstrates h	igh level of		
0-6 points	0 1		t real kno	wledge	required sample		knowledge and skills and knowledge of required sample parts			
Professionalism		0			1		2	r - p		
D-2 points	Writing sample outline	•		Sample is unorganize	_	rrors Sample is	_	and without		
	Writing sample outline not done			p				ole is organized, neat, and without matical errors		

Evaluator's Comments – include two things done
well and two opportunities for improvement:

TOTAL	
(90 points possible)	

Evaluator #	
Evaluator Initial _	
Room Consultant Initial	

# STAR Public Policy Advocate EVENTS



Public Policy Advocate, an individual or team event, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national or global concern relating to an area concerning Family and Consumer Sciences and/or related occupations, research the topic, identify a target audience and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a portfolio and oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- Participants should design projects to advocate for in an effort to positively affect a policy or law.
   Projects related to general awareness of a topic do not meet the requirements of this event.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference

#### **ELIGIBILITY & GENERAL INFORMATION**

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	10 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

## **PUBLIC POLICY ADVOCATE**

## **Procedures and Time Requirements for Competition**

Each entry will	submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set up time.
	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.
10 minutes	Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-
10 minutes	minute playing time during the presentation. Presentation equipment, without audio, may be used during the entire
	presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.

## **Specifications**

## **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 61 slides, as described below.

SPEC	TIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with n name(s), chapter name, sch		·
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolion	o in the order in which the	parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of implement the project; use oral presentation.		
1 🔲	Evidence of Online Project Summary Submission	Complete the online project FCCLA Student Portal, and in		
0-11	Content Divider Pages or Sections	Use 0 to 11 content divider/ may be tabbed, may contain decorations, and/or page no	n a title, a section name, <i>gr</i>	aphic elements, thematic

# Public Policy Advocate Specifications (continued)

SPEC	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
Up to 35 8 ½" x 11" pages or 45 slides	Issue Type (Relating to an area concerning Family and Consumer Sciences and/or related occupations)	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, current, and based on an actual need observed by the participant(s). Indicate whether the issue is a local or state concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, current, and based on an actual need observed by the participant(s). Indicate whether the issue is a local, state or national concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, current, and based on an actual need observed by the participant(s). Indicate whether the issue is a local, state, national or global concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.		
	Issue Research	Comprehensively describe the concern the project addresses, including points from all sides of the issue. Research should be based on factual information and pros and cons of each side of the issue should be addressed. Research should include the stakeholders in the issue and their position regarding the concern.				
	Project Goals	Provide project goals that are specific, measurable, attainable, realistic, and timely. Include points of support for each of the goals throughout the project.				
	Elevator Speech	Develop a short, concise statement about the project's point of view and goals for the issue that can be used if given limited time or a chance meeting with someone who is interested in the participants' opinion.				
	"Leave Behind" Document	and data, participant shou that could be left with indi them of the participants' r	e issue research, project goal ld create a document no larg viduals following a meeting t equest. *If using an <i>electroni</i> ded in its original form to cap	er than one 8" x 11" page o summarize and remind c portfolio, the one-page		
	Target Audience Profile	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include one (1) way discovered to best reach the chosen audience(s).	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include two (2) ways discovered to best reach the chosen audience(s).	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include three (3) ways discovered to best reach the chosen audience(s).		

# Public Policy Advocate Specifications (continued)

SPEC	IFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
Up to 35	Partnerships	Research, identify, and interview one (1) individual or one (1) group whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.	Research, identify, and interview two (2) individuals or two (2) groups whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.	Research, identify, and interview three (3) individuals or three (3) groups whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.		
8 ½" x 11" pages or 45 slides, continued	Methods of Action	Detail each of the methods of action used during the project. Meetings and presentations should be documented by summarizing who the participant(s) met with, time of the meeting, main discussion points, and any follow up planned/conducted, letters/articles should be included in the <i>portfolio</i> , etc.				
	Media Involvement	Efforts and successes in gaining media attention around the concern. Include 2 examples from either newspaper, radio, television, internet, social media, etc.	Efforts and successes in gaining media attention around the concern. Include 3 examples from either newspaper, radio, television, internet, social media, etc.	Efforts and successes in gaining media attention around the concern. Include 4 examples from either newspaper, radio, television, internet, social media, etc.		
	Results of Advocacy	actions taken by those the future improvement in adv concern regarding the issu	ding the results of the particip y targeted, response from the vocacy methods, etc. Identify e encountered through the p estions on how to counteract	ose approached, ideas for the most frequent articipants' targeted		
	Works Cited/Bibliography	Use MLA or APA citation st reliable and current.	yle to cite all references. Reso	ources should be		
	Appearance		gible, and <i>professional</i> and use	e correct grammar and		

# Public Policy Advocate Specifications (continued)

## **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.					
Knowledge of Public Policy	Demonstrate knowledge of publi	Demonstrate knowledge of public policy and ability to apply knowledge to real-life situations.				
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.			
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> and <i>visuals</i> to so	upport, illustrate, or complement pr	esentation.			
Voice	Speak clearly with appropriate pi	tch, tempo, and volume.				
Body Language/ Clothing Choice		ncluding gestures, posture, manneris Fused. Wear FCCLA official dress or p				
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage	e, and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answers the presentation.	to evaluators' questions regarding p	project. Questions are asked after			



## **PUBLIC POLICY ADVOCATE**

## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level
1 Make sure all information at ton is correct. If a stud	lent named is no	nt narticinating cros	s their name(s) off	lf a

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a
  team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station
  numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

OOM CONSULTANT	STILCK		Points		
Registration Packet	Picked up by adviser or designated adult during scheduled time				
0 or 3 points	No <b>0</b>	Yes <b>3</b>			
<b>Event Online</b>	0	2			
Orientation	Official documentation not provided	Official documentation provided at presentation			
Documentation	at presentation time or signed by	time and signed by adviser			
0 or 2 points	adviser				
Hardcopy Portfolio	O Dia denie metala e efficiel ECCLA bio den	1			
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder	Binder is the official FCCLA binder			
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the			
o i point	format to the evaluators	evaluators			
Portfolio Pages	0	1 2 3			
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors			
o o poto	, , , , , , , , , , , , , , , , , , ,	Portfolio contains no more than 50 single-sided			
		pages or 61 slides completed correctly,			
		including:			
		1 project ID page or slide			
		1 table of contents page or slide			
		1 Planning Process summary page or 2 slides			
		Project Summary Submission Proof			
		Up to 11 content divider pages or slides			
		Up to 35 content pages or 45 content slides			
Punctuality	0	1			
0–1 point	Participant was late for presentation	Participant was on time for presentation			
<b>EVALUATORS' SCORES</b>		ROOM CONSULTANT TOTAL			
valuator 1	Initials	(10 points possible)			
valuator 2	Initials	AVERAGE EVALUATOR SCORE			
valuator 3	Initials	(90 points possible)	• -		
otal Score	divided by number of evaluators	FINAL SCORE			
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.99)	, ,			



**Partnerships** 

Methods of Action

0-2 points

0-5 points

No partnerships provided

0

Not included

1

Steps inadequate

## **PUBLIC POLICY ADVOCATE**

Charles of	America ®		Rubr	ic – L	evel 1					
Name of Particip	pant									
Chapter				State	Tea	am #		Station #	# Le	evel
PORTFOLIO										Points
FCCLA	0	1	2		3		4		5	
Planning Process	Planning Process	Inadequate steps in	All Planning	Process	All Planning P	rocess	Evidence tha	it the	The Planning Proce	ess .
Summary Page	summary not	the Planning Proces	-		steps are		Planning Pro		is used to plan the	
0–5 points	provided	are presented	but not sum		summarized		was utilized project	to plan	project. Each step i fully explained	S
Issue Type	0	1			2				3	
0–3 points	Not provided	Issue type identifi	ed, but is not	Issue ty	ype of policy or la	aw, and	Issue type	of policy or	law, and level of lo	cal or
		related to a policy	or law, or level	level of	f focus identified	as local or	r state focu	s identified, I	based on relevant,	
		of focus not ident	ified correctly	state			current ar	id actual nee	d	
Issue Research	0	1 2	3 4		5 6	7	7 8		9 10	
0-10 points	Not included Iss	sue is mentioned Is	sue is identified	Issu	e is identified,	Issue is	identified,	Issue is id	entified and resear	ched
		W	th limited	rese	earched, but it	and evid	dence of	with valid	ity to the need for	
		re	search provided	doe	s not validate	the nee	d is used to	action, in	cluding various	
		fo	r one side of the	the	concerns	form th	e action	stakehold	ers identified and t	heir
		is	sue			plan		position o	n the issue	
Project Goals	0		1			2			3	
0-3 points	Not provided	Project g	oals are identifie	d	Project goals ar	e identifie	d, with Pr	oject goals a	nd points of suppo	rt for
		though i	nissing points of	support	partial points of	f support i	ncluded ea	ach goal is ide	entified and well	
							do	ocumented		
Elevator Speech/	0		1 2		3	4			5	
Leave Behind	Not included		oints are eviden	t, not	Talking points a				elevator speech are	!
0–5 points		well dev	eloped		well developed				get for advocacy	
					item is evident		project	t, leave behir	nd item is well desig	gned
Target Audience	0	1			2				3	
0–3 points	Not included	Audience is mention	ed but not		e is defined but li			. ,	defined, research o	
		thoroughly defined		past opir	nions and actions	i			ions, and provides	1
							method		target audience(s)	
Evidence of		0			1			2		

Presented but not

organized

explained

Partnerships (1) identified though lacks

evidence of reaching out to or interviews with

Steps are well

of meeting,

organized, but does

not include details

single evaluation

Partnerships (1) identified, researched and

interviewed with evidence of reaching out

were used and results methods were used and

Plan is well developed

and each step is fully

explained, includes meeting details,

Steps are presented,

summarized project

explained, includes

organized,

			and results explained	Plans to improve future efforts are included
Works Cited/ Bibliography 0-3 points	0 No resources listed	1 Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style (see style sheet)	3 Complete list of current and reliable resources, in MLA or APA style (see style sheet)
Appearance	0	1	2	3

Appearance 0 1 2 3

O-3 points Portfolio is illegible and unorganized poorly and is organized poorly professional, with correct and is organized poorly grammar and spelling grammar and spelling effective organization of information information

# Public Policy Advocate Rubric Level 1 (continued)

Organization/	0	1 2	3 4	5 6	7 8	9 10
Delivery	•	Presentation covers		Presentation gives	Presentation covers	Presentation covers all
0 – 10 points		some topic	all topic elements	complete	information	relevant information with
	briafly and door not	elements	but with minimal	information but	completely but does	a seamless and logical
	cover components	cicincitis	information	does not explain the	not flow well	delivery
	of the project		illioillation	project well	not now wen	delivery
Knowledge of	0	1 2	3 4	5 6	7 8	9 10
Public Policy	Little or no evidence	Minimal evidence o	of Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy
0-10 points		nowledge of publi		policy is evident but	policy is evident and	is evident and
	· ·	oolicy	policy	not effectively used	shared at times in	incorporated throughout
	public policy	Joney	policy	in presentation	the presentation	the presentation
Relationship of	0		1	2	- p	3
Family and .	No evidence of relationsh	nip Min	imal evidence of knowledge	Knowledge and rela	tionship Knowledge	e and FCS relationship is
Consumer	between project and FCS		FCS coursework relationship	•	evident	
Sciences	p j	3113				
Coursework and						
Standards D-3 points						
Use of Portfolio	0		1		2	3
and Visuals	•	Portfolio and visual	s used minimally during	Portfolio and visuals us	_	Presentation moves
during		oresentation	s used minimally during	throughout presentation		seamlessly between oral
Presentation	presentation	Jieseniation		tilloughout presentation	UII	presentation, portfolio
0-3 points	presentation					and visuals
Voice – pitch,	0		1	2		3
tempo, volume	Voice qualities not used	Voice	quality is adequate	Voice quality is good	d hut could Voic	e quality is outstanding and
0-3 points	effectively	Voice	quant, is adequate	improve	plea.	. ,
Body Language/	0		1	2	p.ca.	3
Clothing Choice	Uses inappropriate gestu	res, Gesti	ires, posture, mannerisms	Gestures, posture, r	mannerisms, Gest	ures, posture, mannerisms,
0-3 points	posture or mannerisms, a	voids and e	ye contact is inconsistent/	eye contact, and clo	,	contact, and clothing enhance
	eye contact/inappropriate	e cloth	ng is appropriate	appropriate	,	entation
	clothing					
Grammar/Word	0		1	2		3
Usage/	Extensive (more than 5)		(3-5) grammatical and	Few (1-2) grammati	ical and Pres	entation has no grammatical
Pronunciation 0-3 points	grammatical and pronunc	ciation proni	unciation errors	pronunciation error	rs or pi	ronunciation errors
2-2 hours	errors					
	0	1	2	3	4	5
Responses to		Unable to answer	Responded to all	Responded	Gave appropriate	•
Evaluators'	Did not answer			and a second at the conflict	rosponsos to	
Evaluators' Questions	Did not answer evaluators' questions	some questions	questions but	adequately to all	responses to	questions were
Evaluators'		some questions	without ease or	questions	evaluators' quest	ions appropriate and
Evaluators' Questions		some questions	•		•	•

Evaluator's Comments – include two things done well and two opportunities for improvement:

<b>TOTA</b> (90 points possible									
Evaluator #									
Evaluator	Evaluator Initial								
Room Consultant I	nitial								



## **PUBLIC POLICY ADVOCATE**

## Rubric – Level 2

Name of Participant		

Chapter State Team # Station # Level **PORTFOLIO** Points **Planning Process Planning Process** Inadequate steps in All Planning Process All Planning Process Evidence that the The Planning Process **Summary Page** summary not the Planning Process steps are presented **Planning Process** is used to plan the steps are 0-5 points provided are presented but not summarized summarized was utilized to plan project. Each step is project fully explained Issue Type n 1 2 3 Issue type identified, but is not Issue type of policy or law, and Issue type of policy or law, and level of local, 0-3 points Not provided related to a policy or law, or level level of focus identified as local, state, or national focus identified, based on of focus not identified correctly state, or national relevant, current and actual need 7 8 **Issue Research** 0 1 2 9 10 3 4 5 6 0-10 points Issue is identified. Not included Issue is mentioned Issue is identified Issue is identified. Issue is identified and researched with limited researched, but it and evidence of with validity to the need for research provided does not validate the need is used to action, including various for one side of the stakeholders identified and their the concerns form the action position on the issue issue plan **Project Goals** 0 Not provided Project goals are identified Project goals are identified, with Project goals and points of support for 0-3 points though missing points of support partial points of support included each goal is identified and well documented Elevator Speech/ 0 1 2 3 Not included Talking points are evident and Talking points and elevator speech are Leave Behind Talking points are evident, not 0-5 points well developed well developed, leave behind effective and on target for advocacy item is evident project, leave behind item is well designed **Target Audience** n 2 Not included Audience is mentioned but not Audience is defined but limited on Audience(s) are well defined, research on 0-3 points thoroughly defined past opinions and actions past opinions and actions, and provides 2 methods for reaching target audience(s) Evidence of 2 **Partnerships** Partnerships (1) identified though lacks No partnerships provided Partnerships (1) identified, researched and 0-2 points evidence of reaching out to or interviews with interviewed with evidence of reaching out partners 1 Methods of Action Not included Steps inadequate Presented but not Steps are well Plan is well developed Steps are presented, 0-5 points organized organized, but does organized, and each step is fully not include details summarized project explained, includes of meeting, explained, includes meeting details, discussion, or follow some meeting details discussion points, and follow up Media Involvement Not included Less than 3 examples or does Includes 3 examples of media Includes 3 examples of media success 0-3 points not address project concern success and/or efforts and and/or efforts and media appropriately address project concern somewhat address project concern 0 1 2 **Results of Advocacy** No follow up was Outcomes Outcomes Outcomes are Outcomes are Outcomes are 0-5 points inadequately stated, inadequately stated, measurable, measurable, complete measurable, complete and no evaluation evaluation method complete and and thoroughly done. and thoughtfully done. used used and results thoroughly done. A Multiple methods Multiple evaluation explained single evaluation were used and results methods were used and method was used are explained results explained well. and results Plans to improve future explained efforts are included Works Cited/ 2 **Bibliography** No resources listed Resources are incomplete, not Reliable resources but incorrect Complete list of current and reliable 0-3 points current, or not reliable for style (see style sheet) resources, in MLA or APA style (see style sheet) project **Appearance** 2 0-3 points Portfolio is illegible and Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct unorganized grammatical or spelling errors professional, with correct grammar and spelling used with and is organized poorly grammar and spelling effective organization of information

# Public Policy Advocate Rubric Level 2 (continued)

Organization/	0	1 2	3 4	5 6	7 8	9 10
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all
0 – 10 points	done or presented	some topic	all topic elements	complete	information	relevant information with
•	briefly and does not	elements	but with minimal	information but	completely but does	a seamless and logical
	cover components	elements	information	does not explain the	not flow well	delivery
	of the project		imormation	'	not now wen	delivery
Knowledge of	0	1 2	3 4	project well  5 6	7 8	9 10
Public Policy	~	Minimal evidence of	• .	• •		· -•
0-10 points	Little or no evidence		Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy
20 poto	of knowledge of	knowledge of public	knowledge of public	policy is evident but	policy is evident and	is evident and
	public policy	policy	policy	not effectively used	shared at times in	incorporated throughout
				in presentation	the presentation	the presentation
Relationship of amily and	0	1		2		3
Consumer	No evidence of	Minimal evidence of I	•	edge of relationship to FC		of FCS relationship is evident,
Sciences	relationship	FCS coursework relati	onship good,	national program identifie	ed. national pro	gram identified
Coursework and	between project					
Standards	and FCS					
0-3 points						
Use of Portfolio	0	1		2		3
and Visuals	Portfolio and visuals	Portfolio and visuals u		lio and visuals used effect	- /	n moves seamlessly between
during Presentation	not used during	minimally during pres	entation throug	shout presentation	oral present	ation, portfolio and visuals
0-3 points	presentation					
/oice – pitch,	0		1	2		3
tempo, volume	Voice qualities not use	d Voice q	uality is adequate	Voice quality is goo	d, but could Voice	e quality is outstanding and
0-3 points	effectively			improve	pleas	sing
Body Language/	0		1	2	'	3
Clothing Choice	Uses inappropriate ges	stures, Gesture	s, posture, mannerisms	Gestures, posture, i	mannerisms, Gest	ures, posture, mannerisms,
0-3 points	posture or mannerisms	s, avoids and eye	contact is inconsistent/	eye contact, and clo	•	contact, and clothing enhance
	eye contact/inappropr	iate clothing	is appropriate			
	clothing					
Grammar/Word	0		1	2		3
Usage/	Extensive (more than 5	,	3-5) grammatical and	Few (1-2) grammati	ical and Pres	entation has no grammatical
Pronunciation	grammatical and pronu	unciation pronun	ciation errors	pronunciation error	rs or pr	onunciation errors
0-3 points	errors					
Responses to	0	1	2	3	4	5
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to
O	evaluators' questions	some questions	questions but	adequately to all	responses to	questions were
Questions						
<b>Questions</b> O-5 points	4		without ease or	questions	evaluators' quest	ons appropriate and
			without ease or accuracy	questions	evaluators' questi	ons appropriate and given without

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL (90 points possible)	
Evaluator #	
Evaluator Initial	
Room Consultant Initial	



## **PUBLIC POLICY ADVOCATE**

## Rubric – Level 3 and 4

Name of Participant \_\_\_\_\_

Chanter	State	Team #	Station #	اميروا	

PORTFOLIO							Point
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process	
Summary Page	summary not	the Planning Process	steps are presented	steps are	Planning Process	is used to plan the	
0–5 points	provided	are presented	but not summarized	•	was utilized to plan	project. Each step is	
		p			project	fully explained	
ssue Type	0	1		2	project	3	
0–3 points	Not provided	Issue type identified	hut is not lesue	type of policy or law, and	Issue type of policy	or law, and level of local,	
u–3 points	Not provided	• •					
		related to a policy or		of focus identified as local,	_	obal focus identified,	
		of focus not identifie		, national or global		urrent and actual need	
Issue Research	0	1 2	3 4	5 6	7 8	9 10	
0–10 points	Not included Issue is	s mentioned Issue	e is identified lss	•	•	identified and researched	
		with	limited re	searched, but it and e	vidence of with va	lidity to the need for	
		rese	arch provided do	oes not validate the ne	eed is used to action,	including various	
		for c	ne side of the th	e concerns form	the action stakeho	olders identified and their	
		issue	<u>.</u>	plan	positio	n on the issue	
Project Goals	0	75540	1	2	positio	3	
0–3 points	Not provided	Project and	ls are identified	Project goals are identif	ied with Project goal	s and points of support for	
2 5 hours	110t provided	, ,	sing points of support			identified and well	
		though mis	and hours or anhhorr	partial points of suppor	=		
					documente		
Elevator Speech/	0		1 2	3 4		5	
Leave Behind	Not included	٠.	nts are evident, not	Talking points are evide	= :	d elevator speech are	1
0–5 points		well develo	ped	well developed, leave b		target for advocacy	1
				item is evident	project, leave be	hind item is well designed	
Target Audience	0	1		2		3	
0–3 points	Not included	Audience is mentioned	but not Audien	ce is defined but limited or	n Audience(s) are w	ell defined, research on	
p		thoroughly defined	past or	pinions and actions	past opinions and	actions, and provides 3	
		<b>5</b> , · · · ·	F F		·	ing target audience(s)	
Evidence of	0			1		2	
Partnerships	No partnerships provide		Partnerships (1) iden	=	Partnerships (1) identif	ied, researched and	
•	parancisinps provide			out to or interviews with	interviewed with evide		1
0–2 points			=	out to or interviews with	interviewed with evide	nice of reaching out	
Marthaula af A. et	•	1	partners 2	2	4	5	-
Methods of Action	0 Not included	-	<del>-</del>	3	•	~	
0–5 points	Not included	Steps inadequate	Presented but not	Steps are well	Steps are presented,	Plan is well developed	1
			organized	organized, but does	organized,	and each step is fully	1
				not include details	summarized project	explained, includes	1
				of meeting,	explained, includes	meeting details,	1
				discussion, or follow	some meeting details	discussion points, and	
				up	-	•	
Media Involvement						follow up	
	0		1	2		3	
		less than A	<del>-</del>	2	edia Includes 4 e	3	
	Not included		examples or does	2 Includes 4 examples of m		3 xamples of media success	
			<del>-</del>	2 Includes 4 examples of m success and/or efforts an	d and/or effor	3 xamples of media success rts and media	
)–3 points	Not included	not address	examples or does s project concern	2 Includes 4 examples of m success and/or efforts an somewhat address project	d and/or effor t concern appropriate	3 xamples of media success rts and media ly address project concern	
0–3 points Results of Advocacy	Not included 0	not address	examples or does s project concern	Includes 4 examples of m success and/or efforts an somewhat address project	d and/or effor appropriate 4	3 xamples of media success rts and media ly address project concern 5	
O–3 points  Results of Advocacy	Not included  0  No follow up was	not address  1 Outcomes	examples or does s project concern 2 Outcomes	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are	d and/or effor tt concern appropriate  4  Outcomes are	3 xamples of media success ts and media ly address project concern 5 Outcomes are	
0–3 points Results of Advocacy	Not included 0	not address  1  Outcomes inadequately stated,	examples or does s project concern  2  Outcomes inadequately stated,	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable,	d and/or effor appropriate  4  Outcomes are measurable, complete	3 xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete	
0–3 points Results of Advocacy	Not included  0  No follow up was	not address  1 Outcomes	examples or does s project concern  2  Outcomes inadequately stated, evaluation method	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are	d and/or effor tt concern appropriate  4  Outcomes are	3 xamples of media success ts and media ly address project concern 5 Outcomes are	
1–3 points	Not included  0  No follow up was	not address  1  Outcomes inadequately stated,	examples or does s project concern  2  Outcomes inadequately stated,	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable,	d and/or effor appropriate  4  Outcomes are measurable, complete	3 xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete	
0–3 points Results of Advocacy	Not included  0  No follow up was	not address  1  Outcomes inadequately stated, and no evaluation	examples or does s project concern  2  Outcomes inadequately stated, evaluation method	2 Includes 4 examples of m success and/or efforts an somewhat address project  3 Outcomes are measurable, complete and	d and/or effort concern appropriate  4  Outcomes are measurable, complete and thoroughly done.	3 xamples of media success ts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done.	
0–3 points Results of Advocacy	Not included  0  No follow up was	not address  1  Outcomes inadequately stated, and no evaluation	examples or does s project concern  2  Outcomes inadequately stated, evaluation method used and results	2 Includes 4 examples of m success and/or efforts an somewhat address project  3 Outcomes are measurable, complete and thoroughly done. A	d and/or effort concern appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods	3 xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and	
0–3 points Results of Advocacy	Not included  0  No follow up was	not address  1  Outcomes inadequately stated, and no evaluation	examples or does s project concern  2  Outcomes inadequately stated, evaluation method used and results	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used	d and/or effort concern appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results	3 xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well.	
0–3 points Results of Advocacy	Not included  0  No follow up was	not address  1  Outcomes inadequately stated, and no evaluation	examples or does s project concern  2  Outcomes inadequately stated, evaluation method used and results	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results	d and/or effort concern appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results	3 xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future	
0–3 points  Results of Advocacy 0–5 points	O No follow up was done	not address  1  Outcomes inadequately stated, and no evaluation	examples or does s project concern  2  Outcomes inadequately stated, evaluation method used and results explained	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	d and/or effort concern appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included	
0–3 points  Results of Advocacy 0–5 points  Norks Cited/	Not included  O  No follow up was done	not address  1  Outcomes inadequately stated, and no evaluation used	examples or does so project concern  2  Outcomes inadequately stated, evaluation method used and results explained	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3	
Results of Advocacy 0–5 points  Norks Cited/ Bibliography	O No follow up was done	not address  1  Outcomes inadequately stated, and no evaluation used  Resources	examples or does so project concern  2  Outcomes inadequately stated, evaluation method used and results explained  1  are incomplete, not	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  Reliable resources but	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3 st of current and reliable	
Results of Advocacy 0–5 points  Works Cited/ Bibliography	Not included  O  No follow up was done	not address  1 Outcomes inadequately stated, and no evaluation used  Resources a	examples or does so project concern  2  Outcomes inadequately stated, evaluation method used and results explained	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained  incorrect Complete list resources, in	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3	
Results of Advocacy 0–5 points  Works Cited/ Bibliography	Not included  O  No follow up was done	not address  1  Outcomes inadequately stated, and no evaluation used  Resources	examples or does so project concern  2  Outcomes inadequately stated, evaluation method used and results explained  1  are incomplete, not	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  2 Reliable resources but style (see style sheet)	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3 st of current and reliable in MLA or APA style (see	
0–3 points  Results of Advocacy 0–5 points  Works Cited/ Bibliography 0–3 points	Not included  O No follow up was done  O No resources listed	not address  1 Outcomes inadequately stated, and no evaluation used  Resources a current, or project	examples or does so project concern  2 Outcomes inadequately stated, evaluation method used and results explained  1 are incomplete, not not reliable for	Includes 4 examples of m success and/or efforts an somewhat address projects 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  2 Reliable resources but style (see style sheet)	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained  incorrect Complete list resources, it style sheet)	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3 st of current and reliable in MLA or APA style (see	
Works Cited/Bibliography 0–3 points  Works Cited/Bibliography 0–3 points  Appearance 0–3 points	O No follow up was done  O No resources listed	not address  1 Outcomes inadequately stated, and no evaluation used  Resources a current, or project	examples or does so project concern  2  Outcomes inadequately stated, evaluation method used and results explained  1  are incomplete, not not reliable for	Includes 4 examples of m success and/or efforts an somewhat address projects 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  2 Reliable resources but style (see style sheet)	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained  incorrect Complete list resources, it style sheet)	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3 st of current and reliable in MLA or APA style (see	
O-3 points  Results of Advocacy O-5 points  Works Cited/ Bibliography O-3 points  Appearance	Not included  O No follow up was done  O No resources listed	not address  1 Outcomes inadequately stated, and no evaluation used  Resources a current, or project  Portfolio is	examples or does so project concern  2 Outcomes inadequately stated, evaluation method used and results explained  1 are incomplete, not not reliable for	Includes 4 examples of m success and/or efforts an somewhat address projects 3  Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  2  Reliable resources but style (see style sheet)	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained  incorrect Complete list resources, it style sheet)  e, and Neat, legible	xamples of media success rts and media ly address project concern 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3 st of current and reliable in MLA or APA style (see	
Results of Advocacy 0-5 points  Works Cited/ Bibliography 0-3 points	Not included  O No follow up was done  O No resources listed  O Portfolio is illegible and	not address  1 Outcomes inadequately stated, and no evaluation used  Resources a current, or project  Portfolio is grammatica	examples or does so project concern  2 Outcomes inadequately stated, evaluation method used and results explained  1 are incomplete, not not reliable for  1 neat, but may contain	Includes 4 examples of m success and/or efforts an somewhat address project 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained  2 Reliable resources but style (see style sheet)  2 Portfolio is neat, legible	d and/or effor appropriate  4  Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained  incorrect Complete list resources, it style sheet)  e, and Neat, legible ect grammar ar	xamples of media success rts and media ly address project concern 5  Outcomes are measurable, complete and thoughtfully done.  Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3  st of current and reliable in MLA or APA style (see 3  e, professional, correct	

# Public Policy Advocate Rubric Level 3 and 4 (continued)

Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not					·	
0 – 10 points	done or presented	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
	briefly and does not	some topic	all topic elements	complete	information	relevant information with	
	cover components	elements	but with minimal	information but	completely but does	a seamless and logical	
	of the project		information	does not explain the	not flow well	delivery	
				project well			
Knowledge of	0	1 2	3 4	5 6	7 8	9 10	
Public Policy	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy	
0-10 points	of knowledge of	knowledge of public	knowledge of public	policy is evident but	policy is evident and	is evident and	
	public policy	policy	policy	not effectively used	shared at times in	incorporated throughout	
	,	. ,	, ,	in presentation	the presentation	the presentation	
Relationship of	0	1		2		3	
Family and	No evidence of	Minimal evidence of k	nowledge and Kr	nowledge of relationship to	FCS is Knowledge	of FCS relationship is evident,	
Consumer	relationship	FCS coursework relation	•	ood, national program ident		ogram identified, and both	
Sciences	between project	r es course work relatio	, ,	CS career pathway identified		ell. FCS career pathways	
Coursework and	and FCS		10	cs career patriway identified	identified w	en. i es career patriways	
Standards	and i CS				identined		
0-3 points Use of Portfolio							
and Visuals	0		1	2		3	
during	Portfolio and visuals	Portfolio and visuals u	sed minimally during	Portfolio and visuals us	•	esentation moves seamlessly	
Presentation	not used during	presentation		throughout presentation		etween oral presentation,	
0-3 points	presentation				po	ortfolio and visuals	
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not use	d Voice qu	ality is adequate	Voice quality is good	d, but could Voic	e quality is outstanding and	
0-3 points	effectively	·	, ,	improve	plea	. ,	
Body Language/	0		1	2	pica	3	
Clothing Choice	Uses inappropriate ges	stures. Gesture	s, posture, mannerisms	<del>-</del>	nannerisms Gest	tures, posture, mannerisms,	
0-3 points	posture or mannerism	,	contact is inconsistent,		·	contact, and clothing enhance	
	eye contact/inappropr	,	is appropriate	appropriate	entation		
	clothing		appropriate	appropriate	pres	ciitation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5	5) Some (3	-5) grammatical and	Few (1-2) grammati	cal and Pres	entation has no grammatical	
Pronunciation	grammatical and proni	,	iation errors	pronunciation error		ronunciation errors	
0-3 points	errors	a pronunc		promunciation error	5 01 μ	Onunciation cirors	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	-	
Questions	evaluators' questions	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	Craidators questions	some questions	without ease or		evaluators' quest	•	
				questions	evaluators quest		
			accuracy			given without	
						hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL (90 points possible)										
Evaluator	Evaluator #									
Evaluator Initia	I									
Room Consultant Initial										

# **STAR** Repurpose and Redesign



Repurpose and Redesign is an individual or team event that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a display using a sample of their skills. Participants select a used fashion, home, or other postconsumer item to repurpose into a new product. Participants will create a brand-new product, but may not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their displays and present the results of their projects to evaluators.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Display, Oral Presentation, Skills Selection Chart	Table or Freestanding Space – no Electrical Access - no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 4 min.; stopped at 5 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

## REPURPOSE AND REDESIGN

# **Procedures and Time Requirements for Competition**

5 minutes	At the designated participation time, participants will have 5 minutes to set up their <i>display</i> and submit 3 copies of the completed Skills Selection Chart. Other persons may not assist.
10 minutes	Evaluators and room consultants will have up to 10 minutes to inspect the product for the skill areas indicated by the participant.
5 minutes	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.

## **Specifications**

## **Display**

A display should be used to document and illustrate the work of one project, using clearly defined presentation surfaces.

The display may be either freestanding or tabletop. Freestanding displays should not exceed a space 48" deep by 60" wide by 72" high, including audiovisual equipment. Tabletop displays should not exceed a space 30" deep by 48" wide by 48" high, including any audiovisual equipment. Participants using a tabletop display are allowed a standing mannequin in addition to their table space, however, all other information or props outside the display will be considered part of the display and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Participants using a freestanding display must have all items within the dimensions of the freestanding space. Scrapbooks, flip charts, portfolios, and photo albums are not allowed. Each display must include a project identification page and a Planning Process summary page.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.					
FCCLA <i>Planning Process</i> Summary Page	One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.					
Evidence of Online Project Summary Submission		Complete the online project summary form located on the "Surveys" tab on the FCCLA Student Portal, and include signed proof of submission on the display.				
	The display <u>must contain</u> the project product, material profile, cost itemization, time log, and photo storyboard.					
Project Product	The project product must be included in the tabletop or freestanding display. Participants should be aware that for National Leadership Conference, significant shipping changes may apply for large or heavy items, and should plan accordingly. If the project product is not included in the display, a "0" will be recorded on the Skill Area Rubric.					
Material Profile	A material profile should be prepared front side only on paper not larger than 11" x 17" and displayed. The material profile will contain a sample of each material used to make the project and all available information about material content and type—construction, finishes,					
Cost itemization	A detailed cost itemization should be prepared front side only on 8 ½" x 11" paper and displayed. The cost itemization will show a list of all supplies used to make the product with quantities, unit costs, and total costs.					
	All purchased supplies not to exceed \$25  All purchased supplies not to exceed \$50					
Time Log	A log of time invested in designing and making the product(s) should be prepared front side o on one 8 ½" x 11" paper and displayed. Total hours should be shown and should not exceed time as follows:					
	8 hours	15 hours	25 hours			

# Repurpose and Redesign Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
Photo Storyboard	A storyboard of photos telling the story of the project should be prepared front side only on not larger than 11" $\times$ 17" and displayed.		ared front side only on paper
	3-5 photos	6-10 photos step by step	11-15 photos step by step with detailed explanation
Marketing Plan	Develop a marketing plan to include target market information, product name, product description, pricing options, promotional ideas, and possible places of sale.	product name, product description, pricing options, promo ideas, and possible places of sale. Provide information on sourcing materials for quantity production.	
•	The display may not contain a live model. Apparel products may not be modeled during the presentation by the participant. If needed, a mannequin may be used, but is neither require provided.  Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited		d, but is neither required nor

## **Oral Presentation**

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

<b>SPECIFICATIONS</b>	LEVEL 1	LEVEL 2	LEVEL 3 AND 4	
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.			
Knowledge of Recycling and Environmental Sustainability	Demonstrate knowledge of con needed in order to repurpose it	cepts related to the selected skill ems safely.	areas. Include any information	
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.	
Use of <i>Display</i>	Use the <i>display</i> to support, illus presentation.	trate, and complement the projec	ct description during the	
Voice	Speak clearly with appropriate	pitch, tempo, and volume.		
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.			
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.			
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.			

# Repurpose and Redesign Specifications (continued)

## **Repurpose and Redesign Skills**

Participants are to select a project that showcases their repurposing and redesign skills.

Design	The design should exhibit effective form and function, and provide opportunities for practical use and reuse, as applicable.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Repurpose and Redesign Skills	Products will be evaluated on the 8 repurposing and redesign skills selected by the participant. See Repurpose and Redesign Skills Selection Chart.



## **REPURPOSE AND REDESIGN**

## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CH	ECK		Points			
Registration Packet	Picked up by adviser or designated adult during scheduled time					
0 or 3 points	No <b>0</b>	Yes <b>3</b>				
Event Online	0	2				
Orientation	Official documentation not provided	Official documentation provided at presentation				
Documentation	at presentation time or signed by	time and signed by adviser				
0 or 2 points	adviser					
Display Set-Up	0	1				
0-1 point	Participant did not set up display	Participant set up display during allotted time				
	within allotted time period or did not	period and submitted 3 copies of Skill Area				
Disales Disagnations	submit 3 copies of Skill Area Chart  0	Chart 1				
Display Dimensions 0–1 point	Does not fit with the appropriate	The display fits/objects returned within display				
0-1 point	dimensions/objects not returned after presentation					
	within display after presentation	arter presentation				
Project Identification Page	0	1				
0-1 point	Project ID page is missing or	Project ID page is present and completed				
<u> </u>	incomplete	correctly				
Project Summary	0	1				
Submission Proof	Project Summary Submission missing	Project Summary Submission present				
0–1 point						
Punctuality	0	1				
0–1 point	Participant was late for presentation	Participant was on time for presentation				
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL				
Evaluator 1	Initials	(10 points possible)				
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE				
Evaluator 3	Initials	(90 points possible)	· _			
Total Score	divided by number of evaluators	FINAL SCORE				
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus				
	Rounded only to the nearest hundredth (i.e.		• _			
ATING ACHIEVED (circle or VERIFICATION OF FINAL SC	ne) Gold: 90-100 Silver: 70-89.99 ORE AND RATING (please initial)	<b>Bronze:</b> 1-69.99				
		ult Room Consultant Event Lead Consultant				



# **REPURPOSE AND REDESIGN**

# Rubric – Level 1

Name of Participant					
Chanter	State	Team #	Station #	Level	

DISPLAY							Points
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	s All Planning	Evidence that the	The Planning Process is used	
Summary Page	summary not	the Planning Process	steps are presented	d Process steps	Planning Process	to plan the project. Each	
0–5 points	provided	are presented	but not summarize	•	was utilized to	step is fully explained; no	
					plan project	more than 1 page	
Material Profile	0		1	2	pian project	3	
0-3 points	No information provide	d Informat	ion adequate	Most information p	rovided	Very thorough information	
Cost Itemization	no imormation provide	.u IIIIoiiiiat	1	2	TOVIACA	2	
0-3 points	No cost itemization	Many on	nissions in itemization	Most items shown a	and only one	Completely accurate, thorough,	
o-5 points	NO COST ILEMIZATION	,			,	and stayed within given budget	
			rs in calculation or did	or two errors in calc		and stayed within given budget	
		not stay	within given budget	stayed within given	budget		
Time Log	0			1		2	
0-2 point	No time log provided, o		me log provided, front s	•		vided, front side only on one 8 ½"	
	specifications			hours, but exceeds given		showing total hours and project	
		ti	me requirement		stayed withir	n given time requirement	
Photo Storyboard	0		1	2		3	
O-3 points	Not included or does no	ot meet Less thar	n 3 photos or they	3-5 photos in logical ord	er of 3-5	descriptive photos in logical order	
	size requirement	do not sh	now project process;	project process; meets s	ize of <sub>l</sub>	project process; meets size	
		meets siz	ze requirement	requirement	rec	uirement	
Marketing Plan	0	1		2		3	
0-3 points	Not included Inclu	ides 1-5 of the 6	Includes all 6 o	components but not		n includes target market, product	
	com	ponents	well develope	d	name, product o	lescription, pricing, promotional	
			•		ideas, possible p		1
Display	0	1	2	3	4	5	
)-5 points	Display not Dis	play has many errors,	Display has minimal	Display needs some	Display has g	good Display is creative,	
•	and the state of	es not show evidence	visual appeal and	improvement in	word, color,	• • •	
	nrocontation	originality and is not	lacks originality	content and design	design choic	· · · · · · · · · · · · · · · · · · ·	
		sthetically pleasing	lacks originality	content and design	design choic	e ingliquality	
		strictically pleasing					
ORAL PRESENT							
Organization/	0	1 2	3 4	5 6	7	8 9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation	covers Presentation covers	
) – 10 points	done or presented	some topic elements	all topic elements	complete	information	all relevant	
	briefly and does not		but with minimal	information but	completely b	out does information with a	
	cover components		information	does not explain the	not flow wel	I seamless and logical	
	of the project			project well		delivery	
Cnowledge of	0	1	2	3	4	5	
Repurposing and		Minimal evidence of	Some evidence of	Knowledge of	Knowledge of	Knowledge of	
Environmental				•	•	•	
Sustainability		knowledge	knowledge	repurposing is	repurposing is	repurposing is evident	
0-5 points	knowledge			evident but not	evident and sha		
				effectively used in	at times in the	throughout the	
				presentation	presentation	presentation	1
Relationship of	0	1		2		3	
Family and	No evidence of	Minimal evidence of	Knowledge and rela	ationship to FCS is good	Knowledge a	and FCS relationship is evident	
Consumer Sciences	relationship between	knowledge and FCS					
Coursework and Standards	project and FCS	coursework					
O-3 points		relationship					1
Jse of Display	0	· · · · · · · · · · · · · · · · · · ·	1	2		3	-
during Presentation	Display not used during	nrocontation Dis	=	Display incorporate	d throughout	· ·	
0-3 points	pispiay not used udfills	· ·	play used minimally		u unougnout	Presentation moves	
•		dur	ing presentation	presentation		seamlessly between oral	
						presentation and display	-
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not used	Voice qualit	y is adequate	Voice quality is good, b	out could \	oice quality is outstanding and	
0-3 points	effectively			improve	F	pleasing	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate gest	ures, Gestures. p	osture, mannerisms	Gestures, posture, ma	nnerisms. (	Gestures, posture, mannerisms,	
ciotining choice				, p,	,	, [)	i
0-3 points		•	ntact is inconsistent/	eve contact, and cloth	ing are	eve contact, and clothing enhance	
	posture or mannerisms, eye contact/inappropria	avoids and eye cor	ntact is inconsistent/	eye contact, and clothi	•	eye contact, and clothing enhance presentation	

# Repurpose and Redesign Rubric Level 1 (continued)

Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) Some (3-5) grammatical and pronunciation errors  0 1 2  Did not answer evaluators' questions some questions		•	Few (1-2) grammatical pronunciation errors		3 tation has no grammatical nunciation errors	
Responses to Evaluators' Questions 0-5 points			2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
REPURPOSE AND	DESIGN SKILLS						
Effectiveness of Product Design 0-2 points	Form, function, and practicality of use needs improvement		1 Satisfactory form, function, but not practical use or reuse		<b>2</b> Outstanding form, function, and practicality of use or reuse		
Overall Quality of Workmanship 0-2 points	0 Low quality, not marketable		1 Fair quality, somewhat marketable		Very good quality, r	<b>2</b> marketable	
Creativity, Imagination, and Innovation 0-3 points	No evidence	Little evide	1 ence	Some evidence	Highly (	3 creative, innovative	
Selected Skill Areas 0-24 points	See separate <i>Repurpose and Redesigr</i> Transfer total points earned for 8 sele				•		

Evaluator's Comments – include two things done
well and two opportunities for improvement:

TOTAL (90 points possible)
Evaluator #
Evaluator Initial
Room Consultant Initial



# **REPURPOSE AND REDESIGN**

Rubric – Level 2

Name of Participant					
Chapter	State	Team #	Station #	Level	

DISPLAY							Points
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps i	n All Planning Proces	ss All Planning Ev	vidence that the	The Planning Process is used	
Summary Page	summary not	the Planning Proce	-	•	anning Process	to plan the project. Each	
0–5 points	provided	are presented	but not summarize	•	as utilized to plan	step is fully explained; no	
		are presented	but not summarize		oject	more than 1 page	
Material Profile	0		1	2 summanzeu pr	oject	niore trair i page	
		lad Inform	-	_	rovidod	Voruthorough information	
0-3 points	No information provid	ied inform	ation adequate	Most information pr	ovided	Very thorough information	
Cost Itemization			1	2		3	
0-3 points	No cost itemization	,	omissions in itemization	Most items shown a	,	Completely accurate, thorough,	
			ors in calculation or did	or two errors in calc	•	and stayed within given budget	
		not sta	y within given budget	stayed within given	budget		
Time Log	0			1		2	
0-2 point	No time log provided,	or does not meet	Time log provided, front	side only on one 8 ½" x	Time log prov	ided, front side only on one 8 ½"	
	specifications		11" paper, showing total	hours, but exceeds given	x 11" paper, s	howing total hours and project	
			time requirement		stayed within	given time requirement	<u></u>
Photo Storyboard	0		1	2		3	
0-3 points	Not included or does r	not meet Less th	an 6 photos or they	6-10 photos in logical ord	der of 6-10	descriptive photos in logical order	•
•	size requirement		show project process;	project process; meets si		roject process; meets size	
	5.20 . oqu., ciricii		size requirement	requirement		uirement	
Marketing Plan	0	1		2		3	
0-3 points		ncludes 1—5 of the 6	Includes all	-	Well written nlan i	ncludes target market, product	
o o ponito		omponents	well develop	•	•	cription, pricing, promotional	
	u	omponents	well develop			1 /1 0/1	
						places of sale. Includes material	
Disale					sourcing information	on for quantity production	1
Display	0	1	2	3	4	5	
0-5 points	and the state of	isplay has many errors,	Display has minima	-1 /	-17	' '	
		oes not show evidence	visual appeal and	improvement in	word, color, a	and appropriate, and of	
	presentation of	f originality and is not	lacks originality	content and design	design choice	high quality	
	ae	esthetically pleasing					
ORAL PRESENT	ATION						
Organization/							
	n	1 2	2 /I	5 6	7	g q 1n	
Deliverv	<b>0</b> Presentation is not	1 2	3 4	5 6		8 9 10	
•	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation	covers Presentation covers	
•	Presentation is not done or presented		Presentation covers all topic elements	Presentation gives complete	Presentation information	covers Presentation covers all relevant	
•	Presentation is not done or presented briefly and does not	Presentation covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but	Presentation information completely be	covers Presentation covers all relevant ut does information with a	
•	Presentation is not done or presented briefly and does not cover components	Presentation covers	Presentation covers all topic elements	Presentation gives complete information but does not explain the	Presentation information completely be	covers Presentation covers all relevant ut does information with a seamless and logical	
0 – 10 points	Presentation is not done or presented briefly and does not	Presentation covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but	Presentation information completely be	covers Presentation covers all relevant ut does information with a	
0 – 10 points  Knowledge of	Presentation is not done or presented briefly and does not cover components	Presentation covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but does not explain the	Presentation information completely be	covers Presentation covers all relevant ut does information with a seamless and logical	
0 – 10 points  Knowledge of Repurposing and	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic element	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation information completely be not flow well	covers Presentation covers all relevant information with a seamless and logical delivery	
0 – 10 points  Knowledge of Repurposing and Environmental	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic element	Presentation covers all topic elements but with minimal information	s Presentation gives complete information but does not explain the project well 3 Knowledge of	Presentation information completely be not flow well  4 Knowledge of	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of	
0 – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is not done or presented briefly and does not cover components of the project  O  Little or no evidence of	Presentation covers some topic element	Presentation covers all topic elements but with minimal information  2 Some evidence of	s Presentation gives complete information but does not explain the project well 3 Knowledge of repurposing is	Presentation information completely by not flow well  4 Knowledge of repurposing is	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident	
0 – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is not done or presented briefly and does not cover components of the project  O  Little or no	Presentation covers some topic element	Presentation covers all topic elements but with minimal information  2 Some evidence of	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not	Presentation information completely by not flow well  4  Knowledge of repurposing is evident and share	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated	
O – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is not done or presented briefly and does not cover components of the project  O  Little or no evidence of	Presentation covers some topic element	Presentation covers all topic elements but with minimal information  2 Some evidence of	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not effectively used in	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and share at times in the	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the	
0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points	Presentation is not done or presented briefly and does not cover components of the project  O  Little or no evidence of	Presentation covers some topic element	Presentation covers all topic elements but with minimal information  2 Some evidence of	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not	Presentation information completely by not flow well  4  Knowledge of repurposing is evident and share	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge	Presentation covers some topic element  1 Minimal evidence of knowledge	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 cionship to FCS is good,	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3 f FCS relationship is evident,	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 cionship to FCS is good,	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 cionship to FCS is good,	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3 f FCS relationship is evident,	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 cionship to FCS is good,	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o	covers Presentation covers all relevant ut does information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3 f FCS relationship is evident,	
Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 tionship to FCS is good, dentified	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o	covers Presentation covers all relevant information with a seamless and logical delivery  5 Knowledge of repurposing is evident ed and incorporated throughout the presentation  3 f FCS relationship is evident, gram identified	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2  tionship to FCS is good, dentified	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and shara at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS  O Display not used	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 tionship to FCS is good, dentified	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge of national programments of the presentation of the presentatio	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2  tionship to FCS is good, dentified	Presentation information completely be not flow well  4 Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3  esentation moves seamlessly tween oral presentation and	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS  O Display not used during presentation	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 tionship to FCS is good, dentified  2 Display incorporated throupresentation	Presentation information completely be not flow well  4 Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation 0-3 points  Voice – pitch,	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS  O Display not used	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and shara at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3  esentation moves seamlessly tween oral presentation and	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS  O Display not used during presentation	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 tionship to FCS is good, dentified  2 Display incorporated throupresentation	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and shara at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume	Presentation is not done or presented briefly and does not cover components of the project  O Little or no evidence of knowledge  O No evidence of relationship between project and FCS  O Display not used during presentation  O	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident ed and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay  3	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points	Presentation is not done or presented briefly and does not cover components of the project  OLittle or no evidence of knowledge  ONo evidence of relationship between project and FCS  ODisplay not used during presentation  OVoice qualities not use effectively	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i  ally during	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation  2 Voice quality is good, be improve	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay  3 oice quality is outstanding and leasing	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points  Body Language/	Presentation is not done or presented briefly and does not cover components of the project  OLittle or no evidence of knowledge  ONo evidence of relationship between project and FCS  ODisplay not used during presentation  OVoice qualities not use effectively	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i  1 ally during 1 lity is adequate 1	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation  2 Voice quality is good, be improve	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharn at times in the presentation  Knowledge o national prog	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay  3 oice quality is outstanding and leasing  3	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice	Presentation is not done or presented briefly and does not cover components of the project  OLittle or no evidence of knowledge  ONo evidence of relationship between project and FCS  ODisplay not used during presentation  OVoice qualities not use effectively  OUses inappropriate ges	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation  2 Voice quantures, Gestures,	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i  1 ally during  1 lity is adequate  1 posture, mannerisms	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation  2 Voice quality is good, be improve  2 Gestures, posture, mar	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and shara at times in the presentation  Knowledge o national programmerisms, G	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay  3 oice quality is outstanding and leasing  3 estures, posture, mannerisms,	
Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards	Presentation is not done or presented briefly and does not cover components of the project  OLittle or no evidence of knowledge  ONo evidence of relationship between project and FCS  ODisplay not used during presentation  OVoice qualities not use effectively	Presentation covers some topic element  1 Minimal evidence of knowledge  1 Minimal evidence knowledge and FC coursework relationship  Display used minim presentation  2 Voice quastures, s, avoids and eye c	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  of Knowledge of relat national program i  1 ally during 1 lity is adequate 1	s Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 Cionship to FCS is good, dentified  2 Display incorporated throupresentation  2 Voice quality is good, be improve	Presentation information completely be not flow well  4  Knowledge of repurposing is evident and sharat times in the presentation  Knowledge o national programmerisms, and the presentation of the distributi	covers Presentation covers all relevant information with a seamless and logical delivery  5  Knowledge of repurposing is evident and incorporated throughout the presentation  3  f FCS relationship is evident, gram identified  3 esentation moves seamlessly tween oral presentation and splay  3 oice quality is outstanding and leasing  3	

# Repurpose and Redesign Rubric Level 2 (continued)

Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	•	1 i) grammatical and ition errors	Few (1-2) grammatic pronunciation errors		3 tation has no grammatical nunciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
REPURPOSE AND	DESIGN SKILLS						
Effectiveness of Product Design 0-2 points	<b>0</b> Form, function, and prace needs improvement	•	1 atisfactory form, function se or reuse	•	2 Dutstanding form, function, euse	2 , and practicality of use or	
Overall Quality of Workmanship 0-2 points	<b>0</b> Low quality, not marketa	ible F	1 air quality, somewhat ma	rketable V	/ery good quality, marketal	2 ble	
Creativity, Imagination, and Innovation 0-3 points	No evidence	Little evid	1 ence	Some evidence	Highly	<b>3</b> creative, innovative	
Selected Skill Areas 0-24 points		•	Repurpose and Redesign points earned for 8 selec		•		

Evaluator's Comments – include two things done	
well and two opportunities for improvement:	(90

TOTAL (90 points possible)	
Evaluator #	
Evaluator Initia	I
Room Consultant Initial	



## **REPURPOSE AND REDESIGN**

Rubric – Level 3 and 4

Name of Participant				
Chapter	State	Team #	Station #	Level

DISPLAY									Points
FCCLA	0	1		2	3	4	5		
Planning Process	Planning Process	Inadequate s	teps in	All Planning Process	All Planning	Evidence that the	The Planning Pr	ocess is used	
Summary Page	summary not	the Planning		steps are presented	Process steps are	Planning Process	to plan the proj		
0–5 points	provided	are presented		but not summarized	summarized	was utilized to	step is fully expl		
•	•	are presented	,	but not summanzeu	Summanzeu			•	
Marker Sel Des 6th						plan project	more than 1 pag	ge	
Material Profile	0			1	2		3		
0-3 points	No information pr		Informat	ion adequate	Most information p	provided	Very thorough in	formation	
Cost Itemization	0			1	2		3		
0-3 points	No cost itemization	on	Many on	nissions in itemization	Most items shown		Completely accurate		
			and erro	rs in calculation or did	or two errors in cal	culation,	and stayed within giv	ven budget	
			not stay	within given budget	stayed within given	budget			
Time Log		0			1		2		
0-2 point	No time log provid	ded, or does not n	neet Ti	me log provided, front s	side only on one 8 ½" x	Time log pro	vided, front side only	on one 8 ½"	
•	specifications	,		• .	hours, but exceeds given		showing total hours a		
				me requirement			n given time requiren		
Photo Storyboard	0		ÇII	1	2	200,000 ****	3	2	
0-3 points	Not included or de		Loss than	n 11 photos or they	11-15 photos in logical of	order of 11	-15 descriptive photo	s in logical	
o o pointo							• •	•	
	size requirement			now project process;	project process; meets s		der of project process quirement	, 1116612 2176	
Maukatina Dia			meets siz	ze requirement	requirement	rec	quirement		
Marketing Plan	0	1	•	test of the	2	MAZ-II	<b></b>		
0-3 points		Includes 1-5 of the	b		nponents but is not		includes target mark		
	(	components		well developed			escription, pricing, pro		
							le places of sale. Inclu		
						sourcing informat	tion for quantity prod	luction	
Display	0	1		2	3	4		5	
0-5 points	Display not	Display has ma	ny errors,	Display has minimal	Display needs some	e Display has a	good Display	is creative,	
	used during	does not show	evidence	visual appeal and	improvement in	word, color,	and appropr	riate, and of	
	presentation	of originality ar		lacks originality	content and design			-	
		aesthetically pl		acid originality	0011101111 01110 0001611	acs.g., c., c.		,	
ODAL DRECENT	ATION								
		, .		-	-			6-	
Organization/	0	1	2	3 4	5 6	7	8 9	10	
Organization/ Delivery	<b>0</b> Presentation is no	<b>1</b> ot Presentati	2	<b>3 4</b> Presentation covers		<b>7</b> Presentation		<b>10</b> ation covers	
Organization/ Delivery	<b>0</b> Presentation is no done or presented	1  pt Presentati d some topi	2				n covers Present	ation covers	
ORAL PRESENT Organization/ Delivery 0 – 10 points	O Presentation is no done or presented briefly and does n	1 ot Presentati d some topi not	2 on covers	Presentation covers	Presentation gives	Presentation	n covers Presenta all relev	ation covers	
Organization/ Delivery	Presentation is no done or presented briefly and does no cover component	1 ot Presentati d some topi not	2 on covers	Presentation covers all topic elements	Presentation gives complete information but	Presentation information completely l	n covers Presenta all relev but does informa	ation covers rant ition with a	
Organization/ Delivery	O Presentation is no done or presented briefly and does n	1 ot Presentati d some topi not	2 on covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but does not explain th	Presentation information completely l	n covers Present all relev but does informa II seamles	ation covers rant ition with a ss and logical	
Organization/ Delivery 0 – 10 points	Presentation is no done or presented briefly and does n cover component of the project	1 ot Presentati d some topi not	2 on covers	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well	Presentation information completely l e not flow we	n covers Presents all relev but does informa II seamles delivery	ation covers vant ution with a ss and logical	
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Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and	Presentation is no done or presented briefly and does n cover component of the project	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well 3 Knowledge of	Presentation information completely le not flow we   4 Knowledge of	n covers Present: all relev but does informa II seamles delivery Knowledge o	ation covers rant ition with a ss and logical r 5	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental	Presentation is no done or presented briefly and does n cover component of the project  O  Little or no evidence of	1 pot Presentati d some topi not ss	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is	Presentation information completely le not flow we   4  Knowledge of repurposing is	n covers Present: all relev but does informa II seamles delivery  Knowledge o repurposing	ation covers rant ition with a ss and logical r 5 of is evident	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and	Presentation is no done or presented briefly and does n cover component of the project	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not	Presentation information completely le not flow we  4  Knowledge of repurposing is evident and sha	n covers Presentiall releve but does informall seamles delivery  Knowledge orepurposing and incorpor	ation covers rant ution with a as and logical r 5 of is evident rated	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is no done or presented briefly and does n cover component of the project  O  Little or no evidence of	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is	Presentation information completely le not flow we   4  Knowledge of repurposing is	n covers Presentiall releve but does informall seamles delivery  Knowledge or repurposing and incorpor throughout the seamles of the seamles delivery	ation covers rant tion with a as and logical r 5 of is evident rated the	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is no done or presented briefly and does n cover component of the project  O  Little or no evidence of	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not	Presentation information completely le not flow we  4  Knowledge of repurposing is evident and sha	n covers Presentiall relevements of the search of the sear	ation covers rant tion with a as and logical r 5 of is evident rated the	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability	Presentation is no done or presented briefly and does n cover component of the project  O  Little or no evidence of	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the	n covers Presentiall releve but does informall seamles delivery  Knowledge or repurposing and incorpor throughout the seamles of the seamles delivery	ation covers rant tion with a as and logical r 5 of is evident rated the	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of	Presentation is no done or presented briefly and does n cover component of the project  O  Little or no evidence of	1 or Presentati d some topi not rs  1 Minimal evi	2 on covers c elements dence of	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2	Presentation information completely le not flow we  4  Knowledge of repurposing is evident and sha at times in the presentation	n covers Presential relevition all relevition all relevition informal seamles delivery  Knowledge or repurposing and incorpor throughout in presentation  3	ation covers rant tion with a as and logical r 5 of is evident rated the	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences	Presentation is not done or presented briefly and does not cover component of the project  O Little or note evidence of knowledge  No evidence of	1 Presentati d some topi not ss  1 Minimal evi knowledge	2 on covers c elements dence of	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good,	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation	n covers Present: all relev but does informa II seamles delivery  Knowledge c repurposing and incorpor throughout t presentation  3 of FCS relationship is	ation covers rant tion with a as and logical r  5 of is evident rated the n evident,	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and	Presentation is not done or presented briefly and does not cover component of the project  O Little or note evidence of knowledge  No evidence of relationship betw	tot description of the presentation of the pre	2 on covers c elements  dence of  1 evidence ge and FCS	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic	Presentation gives complete information but does not explain th project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national pro	n covers Presential releve but does informa III seamles delivery  Knowledge or repurposing and incorpor throughout presentation  3 of FCS relationship is ogram identified, and	ation covers rant ation with a as and logical r  5 of is evident rated the evident, both	
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Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	Presentation is not done or presented briefly and does not cover component of the project  O Little or note evidence of knowledge  Note evidence of relationship between project and FCS	tot description of the presentation of the pre	2 on covers c elements  dence of  1 evidence ge and FCS ork	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic pathway identified	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national pro	n covers Presential releve but does informa III seamles delivery  Knowledge or repurposing and incorpor throughout to presentation  3 of FCS relationship is ogram identified, and vell. FCS career pathw	ation covers rant ation with a as and logical r  5 of is evident rated the evident, both	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display	Presentation is not done or presented briefly and does not cover component of the project  O Little or note evidence of knowledge  No evidence of relationship betw	1 Presentati d some topi not s  1 Minimal evi knowledge  Minimal knowledge  veen knowledge coursewo	2 on covers c elements  dence of  1 evidence ge and FCS ork	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic	Presentation gives complete information but does not explain th project well  3 Knowledge of repurposing is evident but not effectively used in presentation 2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained we	n covers Presential releve but does informa III seamles delivery  Knowledge or repurposing and incorpor throughout presentation  3 of FCS relationship is ogram identified, and	ation covers rant ation with a as and logical r  5 of is evident rated the evident, both	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover component of the project  O Little or note evidence of knowledge  Note evidence of relationship between project and FCS	tot description of the second	2 on covers c elements dence of 1 evidence ge and FCS or knip	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic pathway identified	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified	n covers Presential releve but does informa III seamles delivery  Knowledge or repurposing and incorpor throughout to presentation  3 of FCS relationship is ogram identified, and vell. FCS career pathw	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover component of the project  OLittle or note evidence of knowledge  Note evidence of relationship between project and FCS	1 Presentati d some topi not ss  1 Minimal evi knowledge  ween knowledge courseworelationsl	2 on covers c elements dence of 1 evidence ge and FCS or knip	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during	Presentation gives complete information but does not explain th project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified	n covers Presential releve but does informall seamles delivery  Knowledge or repurposing and incorpor throughout to presentation  3 of FCS relationship is ogram identified, and rell. FCS career pathw  3 Presentation moves	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points  Use of Display during Presentation	Presentation is not done or presented briefly and does not cover component of the project  OLittle or note evidence of knowledge  Note evidence of relationship between project and FCS  Display not used of the project and t	1 Presentati d some topi not ss  1 Minimal evi knowledge  ween knowledge courseworelationsl	2 on covers c elements  dence of  1 evidence te and FCS brk nip  Display used	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during	Presentation gives complete information but does not explain the project well  3  Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified	n covers Presential releve but does informall seamles delivery  Knowledge or repurposing and incorpor throughout to presentation  3 of FCS relationship is ogram identified, and rell. FCS career pathw  Presentation moves between oral present	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays	
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Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch,	Presentation is not done or presented briefly and does not cover component of the project  OLittle or note evidence of knowledge  Note evidence of relationship between project and FCS  Display not used of presentation  O	1 Presentati d some topi not is  1 Minimal evi knowledge  ween knowledge courseworelationsi during	2 on covers c elements  dence of  1 evidence te and FCS ork nip  Display user	Presentation covers all topic elements but with minimal information  2  Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during n	Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career  2 Display incorporated presentation	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified	n covers Presential relevition to delivery  Knowledge of repurposing and incorpor throughout throug	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays seamlessly ntation and	
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Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points	Presentation is not done or presented briefly and does in cover component of the project  OLittle or no evidence of knowledge  No evidence of relationship between project and FCS  Display not used of presentation  OVoice qualities not effectively	1 Presentati d some topi not is  1 Minimal evi knowledge  ween knowledge courseworelationsi during	2 on covers c elements  dence of  1 evidence te and FCS ork nip  Display user	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during n  1 cy is adequate	Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career  2 Display incorporated presentation  2 Voice quality is good, improve	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified	n covers Presential relevition to delivery  Knowledge of repurposing and incorpore throughout throu	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays seamlessly ntation and	
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Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points  Body Language/	Presentation is not done or presented briefly and does in cover component of the project  OLittle or no evidence of knowledge  No evidence of relationship betwee project and FCS  Display not used of presentation  OVoice qualities not effectively	t used  presentation of some topic of some t	2 on covers c elements  dence of  1 evidence ge and FCS ork nip  Display usee presentatio	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during n  1 ty is adequate 1	Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career  2 Display incorporated presentation  2 Voice quality is good, improve  2 Gestures, posture, ma	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified  I throughout	n covers Presential relevition to delivery  Knowledge of repurposing and incorpore throughout the presentation of FCS relationship is ogram identified, and rell. FCS career pathwowledge of presentation moves between oral presential pleasing and soutstand pleasing and seasons of FCS relationship is ogram identified, and rell. FCS career pathwowledge of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presential pleasing and seasons of the presentation moves between oral presentation m	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays seamlessly ntation and anding and	
Organization/ Delivery 0 – 10 points  Knowledge of Repurposing and Environmental Sustainability 0-5 points  Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-3 points  Voice – pitch, tempo, volume 0-3 points  Body Language/ Clothing Choice	Presentation is not done or presented briefly and does not cover component of the project  OLittle or not evidence of knowledge  Not evidence of relationship between project and FCS  Display not used of presentation  Voice qualities not effectively  OUses inappropriate	t used  1 Presentation of some topic of some	2 on covers c elements  dence of  1 evidence ge and FCS ork nip  Display usee presentatio	Presentation covers all topic elements but with minimal information  2 Some evidence of knowledge  Knowledge of relat national program ic pathway identified  1 d minimally during n  1 cy is adequate  1 osture, mannerisms	Presentation gives complete information but does not explain the project well  3 Knowledge of repurposing is evident but not effectively used in presentation  2 ionship to FCS is good, dentified. FCS career  2 Display incorporated presentation  2 Voice quality is good, improve  2	Presentation information completely le not flow we   4  Knowledge of repurposing is evident and sha at times in the presentation  Knowledge national proexplained widentified  I throughout  but could	n covers Presential relevition to delivery  Knowledge of repurposing and incorpor throughout throug	ation covers rant tion with a as and logical r 5 of is evident rated the n evident, both rays seamlessly ntation and anding and	

# Repurpose and Redesign Rubric Level 3 and 4 (continued)

Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	•	1 i) grammatical and ation errors	Few (1-2) grammatical a pronunciation errors		3 station has no grammatical nunciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	
REPURPOSE AND	DESIGN SKILLS						
Effectiveness of Product Design 0-2 points	Form, function, and prac needs improvement	<b>0</b> n, function, and practicality of use ds improvement		1 Satisfactory form, function, but not practical use or reuse		<b>2</b> function, and practicality of	
Overall Quality of Workmanship 0-2 points	0 Low quality, not marketable		1 Fair quality, somewhat marketable		Very good quality,	<b>2</b> marketable	
Creativity, Imagination, and Innovation 0-3 points	No evidence	Little evid	1 ence	Some evidence	Highly	3 creative, innovative	
Selected Skill Areas 0-24 points	See separate <i>Repurpose and Redesign Skill Area Rubric</i> for additional criteria ratings.  Transfer total points earned for 8 selected skill areas to the "Points" column at right.						

Evaluator's Comments – include two things done well and two opportunities for improvement:

went and two opportunities for imp	novement.	
(90 points possible)	TOTAL	
		Evaluator #
		Evaluator Initial
		Room Consultant Initial



#### REPURPOSE AND REDESIGN

## Skill Area Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

**INSTRUCTIONS:** Circle the appropriate rating for each of the eight selected skills and enter each rating in the "Points" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area "Points" column on the *Repurpose and Redesign Rubric. If the project product is not included in the display, record a "0" for this Skill Area Rubric.* 

<b>EVALUATION CRITERIA</b>					Points
Possible Points: 0–24					
Good choice of item for repurposing	<b>0</b> = Not done	1 = Choose Better	2 = Good Choice	3 = Excellent Choice	
More than one repurposed item in one product	<b>0</b> = Not done	1 = Only One Item	2 = Two Items	3 = Two+ Items	
☐ Innovative use of repurposed item	<b>0</b> = Not done	1 = Could Use Better	2 = Good Use	3 = Excellent Use	
Conservation theme or slogan	<b>0</b> = Not done	1 = Improve Theme	2 = Good Theme	3 = Excellent Theme	
Design of an energy-saving product	<b>0</b> = Not done	1 = Improve Design	2 = Good Design	3 = Excellent Design	
Design of a product that promotes environmentalism	<b>0</b> = Not done	1 = Improve Design	2 = Good Design	3 = Excellent Design	
☐ Sketch of accessory design	<b>0</b> = Not done	1 = Inaccurate Sketch	2 = Good Sketch	3 = Excellent Sketch	
☐ Shaped seams, edges, and/or corners	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Pocket(s)	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Gathers and/or ruffles	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Strap, tie, or band	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Lining, facing, and/or interfacing	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Application of trims	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Use of embellishments	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Embroidery, hand or machine	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Napped fabric or one-way print	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Sanding, Painting, or Staining	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Gluing, stapling, sawing	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Application or use of decorative hardware	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
Application or use of construction hardware	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	
☐ Wiring or fastening with various mediums	<b>0</b> = Not done	1 = Improve Quality	2 = Good Quality	3 = Excellent Quality	

**Evaluator's Comments:** 

TOTAL SCORE FOR SKILL AR	E٨
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(24 points possible)



#### REPURPOSE AND REDESIGN

#### **Skills Selection Chart**

Name of Participant				
State	Level			

INSTRUCTIONS: Each participant's project must represent at least 8 of the skills listed below. At designated participation time, each participant will turn in 3 copies of this page with the 8 skills represented in the project checked. In the event that more than 8 skills are represented in a project, participants should check the eight that best reflect the quality and difficulty of work accomplished. If participants check more than eight skills, the first eight on the list only will be evaluated. If this form is not completed and turned in at the designated participation time, evaluators will be unable to complete the Skill Area Rubric, resulting in "0" points awarded. If the project product is not included in the display, a "0" will be recorded on the Skill Area Rubric.

Include in your design a minimum of e from those	
Good choice of item for repurposing	Lining, facing, and/or interfacing
More than one repurposed item in one product	Application of trims
Innovative use of repurposed item	Use of embellishments
Conservation theme or slogan	Embroidery, hand or machine (created by participant, not purchased)
Design of an energy-saving product	Napped fabric or one-way print
Design of a product that promotes environmentalism	Sanding, painting, or staining
Strap, tie, or band	Gluing, stapling, sawing
Sketch of accessory design	Application or use of decorative hardware
Shaped seams, edges, and/or corners	Application or use of construction hardware
Pocket(s)	Wiring or fastening with various mediums
Gathers and/or ruffles	



Say Yes to FCS Education, an individual event, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a portfolio, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an oral presentation.

#### **EVENT LEVELS**

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL INF</b>	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	ION ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

### **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.				
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to evaluators.			
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. Presentation equipment, with no audio, may be used during the entire presentation.			
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.			
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.			

## **Specifications**

#### **Hardcopy Portfolio**

The portfolio is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the content divider pages, must fit within the cover, be one-sided, and may not exceed 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a hardcopy portfolio has been turned in to the evaluators, participants may not switch to an electronic portfolio.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 36 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
0–6	Content Divider Pages or Sections	Use up to 6 <i>content divider</i> /section pages or slides. <i>Content</i> divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .

# Say Yes to FCS Education Specifications (continued)

Up to 16 8 ½" x 11" pages or 25 slides	FCS Education Research Summary	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½" x 11" pages or three slides.
	FCS Educator Interview Summary	Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 ½" x 11" pages or six slides.
Up to 16 8 ½" x 11" pages or 25 slides, continued	Classroom Observation Summary	Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½" x 11" pages or six slides.
	FCCLA Integration Plan	Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½" x 11" pages or three slides.
	FCS Marketing Lesson Plan, Implementation and Documentation	Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.
		Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.  Organization: List all materials needed and describe the instructional strategies used to implement the lesson.
		Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.  Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.  Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.  Sources and Notes: Include specific citations for materials used in lesson
		and any additional notes, as needed. The lesson plan should not exceed three 8 $\frac{1}{2}$ " x 11" pages or 6 slides.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

# Say Yes to FCS Education Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The portfolio will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of Portfolio and Visuals	Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

OOM CONSULTANT CH	IECK		Points
Registration Packet	Picked up by adviser or o	designated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Online Event Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	O Binder is not the official FCCLA binder O Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors Portfolio contains no more than 26 single-sided pages or 36 slides completed correctly, including:  • 1 project ID page or slide  • 1 table of contents page or slide  • 1 Planning Process summary page or 2 slides  • Project Summary Submission Proof  • 0 to 6 content divider pages or slides  • Up to 16 content pages or 25 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
<b>EVALUATORS' SCORES</b>		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	·
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE  Rounded only to the nearest hundredth (i.e.		
ATING ACHIEVED (circle o ERIFICATION OF FINAL SC	ne) Gold: 90-100 Silver: 70-89.9 ORE AND RATING (please initial)	9 <b>Bronze:</b> 1-69.99	



## Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

PORTFOLIO										Points
FCCLA	0	1	2		3			4	5	
Planning Process Summary Page	Planning Process summary not	Inadequate steps in t	J		All Planning	•	Evidence		The Planning Process is used	
0–5 points	provided	Planning Process are presented	steps are prese		steps are su	ummarized		Process was plan project	to plan the project. Each step is fully explained	
FCS Education	0	1	2	ai izeu	3	1	utilizeu tu	<b>4</b>	step is rully explained	
Research Summary	Not included	Research for 1-3	Research is		Research is		Research	is provided	Research is complete for 3	
0–5 points		institutions or state	provided for 2-		for 3 institu			tutions and	institutions and includes	
		data is provided, but not both	institutions and		state data,		includes s		detailed state educational	
		not both	some state dat provided	.d IS	limited or n complete	101	education	ldi Udld	data	
FCS Educator	0	1	2		3			4	5	
Interview Summary	Not included	Interviewed 1 or 2 FCS	Interviewed 1-2 FC	CS In	terviewed 2 F	FCS	Interviewed	1 2 FCS	Conducted 2 FCS Educator	
0–5 points		educators but provided	educators and	ed	lucators and		Educators p	er guidelines.	interviews per guidelines.	
		limited responses or did not provide	provided limited responses for 8-10	١.	ovided respo		Provided re	•	Provided detailed responses	
		responses for each	questions	0-	10 questions	for each	•	ions for each	for all 10 questions for each	
		question		in	terview		interview		interview	
Classroom	0	1 2	3 4			6	7	8	9 10	
Observation Summary	Not included	Conducted 1	Conducted 2		onducted 2		Conducted		Conducted 2 observations per guidelines. Provided	
0–10 points		observation and	observations but		servations p		observation	•	detailed	
0 10 pots		provided required information	not per guidelines, or provided very		idelines. Pro me description		guidelines.	s/comments,	descriptions/comments,	
		information	limited information		mments and		and good su		and thorough summary of strengths, improvement,	
			and summary		mmary of str			mprovement,	and takeaway	
				im	provement,	and	and takeaw	ау	,	
-				ta	keaway			_		
FCCLA Integration	0 Not included	1	2	DI.	3	. 2	4	5	6 7	
<b>Plan</b> 0-7 points	Not included	Plan is very limited and missing required	Plan includes 1-2 national		an includes 2 Itional progra		Plan represe use of 3 nat	•	Plan represents outstanding use of 3 national programs,	
0-7 points		components	programs,		escriptions, co			descriptions,	descriptions, courses and	
		components	descriptions,		id standards,			l standards,	standards, grade levels, and	
			courses and		vels, recognit	-	grade levels		recognition. Activities are	
			standards, grade	an	nd activities, b	but is	recognition	. Activities	appropriate, include	
			levels, recognition	m	issing some		are appropr	riate,	leadership, service, and	
			and activities, but	re	quired comp	onents	include lead	• •	career development	
			is missing some				service, and			
			required				developme	nt		
ECC Marketing Losson	0	1	components		2				3	
FCS Marketing Lesson Plan: Planning	Shows no evidence		ion provided	Plannir	ng is evident		es all To	opic, grade leve	el, timeframe, FCCLA	
0–3 points	of planning	or missing required co	•		ed componen				m and Competitive Events	
				be app	ropriately ide	entified	in	ntegration, lear	ning objectives, national	
							F	amily and Cons	umer Sciences standards	
									liness Practices selection are	
							a	ppropriate and	clearly identified	
FCS Marketing Lesson Plan: Organization	<b>0</b> Shows no	1 Materials list and des	cription of	Matori	2 als are listed,		. Λ	Il materials are	3 listed, instructional	
0–3 points	organization	instructional strategie	•		gies do not cle	-			ear and appropriate to meet	
,	0	incomplete to suppor		-	objectives	curry suppr		esson objective		
		objectives			•			,		
FCS Marketing Lesson	0	1			2				3	
Plan: Activities	No activity include			1-3 act	ivities chose	n to impler			osen to implement the	
0–3 points		missing required com	'		son include b				udes complete description,	
		not support lesson ob			ame, and mat t lesson obje				materials needed to support	
ECC Marketing Losses	0	1		suppor	r iesson obje	ctives	IE	esson objective	<u>3</u>	
FCS Marketing Lesson Plan:	No follow up was	<del>-</del>	are identified	Assessi	ے ment method	d(s) chosen	n A	ssessment met	:hod(s) chosen appropriately	
Assessment	done	but do not adequatel			te the lesson				son and include ways to	
0–3 points		lesson objective			ways to imp	orove conte	ent in	nprove content	t and/or delivery	
				and/or	delivery					

FCS Marketing Lesson Plan: <b>Other Resources</b> 0-3 points	i	1 Resources developencomplete to supp		<b>2</b> rces developed are not ed for lesson implementation	•	3 ped appropriately support ation	
FCS Marketing Lesson Plan: <b>Sources, Notes,</b> <b>and Documentation</b> 0-3 points	<b>0</b> Not included (i	mplementation  1 Citations are provice mplementation do not included	cumentation is and le	2 ons for most materials used sson implementation nentation included		3 aterials used and lesson ocumentation included	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 es are incomplete, not or not reliable for project	Reliable resources but incorrect style (see style sheet)	•	3 rent and reliable resources, (see style sheet)	
Appearance 0-3 points  ORAL PRESENTA	Portfolio is illegible and unorganized	grai	1  Ifolio is neat, but may conta  Ifolio is neat, but may conta  If matical or spelling errors  If organized poorly	2	rrect gramma	3 gible, professional, correct r and spelling used with organization of information	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some top elements	3 4 Presentation covers topic elements but with minimal information	5 6  Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	<b>2</b> e Some evidence of knowledge	3 Knowledge of subject matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	O Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally durin presentation	Portfolio and visuals g incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>O</b> Voice qualities not used effectively		1 ce quality is adequate	Voice quality is good, improve	·	3 ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate ges posture or mannerisms eye contact/inappropri	, avoids and	1 tures, posture, mannerisms eye contact is inconsistent, hing is appropriate	<b>2</b> Gestures, posture, m	annerisms, Gestures	3 s, posture, mannerisms, act, and clothing enhance tition	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5) and pronunciation error		1 ome (3-5) grammatical and ronunciation errors	Few (1-2) grammatica pronunciation errors		3 ution has no grammatical unciation errors	
Responses to Evaluators' Questions 0-5 points	O Did not answer evaluators' questions	1 Unable to answe some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
	ents – include two rtunities for impro			Evaluator #	/00 : .	TOTAL	
				Evaluator Initial	(an hour	s possible)	



## **Research Summary Instructions**

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state's educational data by answering the questions below the table. Include this completed summary in the hardcopy or electronic portfolio.

	Institution #1	Institution #2	Institution #3	
Name				
Location (City and				
State)				
FCS Teacher				
Educator Contact				
Information				
College/				
Department				
offering FCS Education Degree				
Average Yearly Cost				
(In-State and Out-				
State)				
Minimum Program				
Entry Requirements				
Minimum				
Graduation				
Requirement				
(Hours)				
	STATE EDUCATION DATA:			
		(name of state)		
Number of Family and (	Concumor Scionege programs in your	state (Elementary, Middle, or High S	ichool):	
ivumber of Family and C	consumer sciences programs in your	state (Elementary, Mildule, Of Fights	ochoorj.	
	f			
What is the job outlook	for Family and Consumer Sciences E	ducators in your state?		
What is the beginning to	eacher's salary in your state?			
What is the average tea	cher's salary in your state? What im	pacts salaries for teachers in your st	ate?	
· · · · · · · · · · · · · · · · · · ·				

What continuing education or professional development is required to maintain certification in order to teach in your state?



Name of Family and Consumer Sciences Educator Interviewed:

## SAY YES TO FCS EDUCATION

## **FCS Educator Interview Instructions**

Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Nar	ne of Employer:
E	lementary FCS EdMiddle School FCS EdHigh School FCS EdPostsecondary or Other FCS Ed
1.	What is your undergraduate degree? If you have an advanced degree, what is it?
2.	Why did you become a Family and Consumer Sciences Educator?
3.	What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
4.	What parts of being a Family and Consumer Sciences Educator do you find most challenging?
5.	Do you integrate FCCLA into your courses and if so, how?
6.	Why do teachers stay or leave this field?
7.	What other career options are available to someone with your degree?
8.	What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
9.	What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
10.	What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?



## **Classroom Observation Instructions**

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the electronic or hardcopy portfolio.

Educator Observed:	Subject: School: School:
Grade Level:	Date and Time:
CRITERIA	DESCRIPTION/COMMENTS
Subject Matter Content - knowledge of subject matter is evident and thorough	
2. Organization - organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction	
3. CTSO Integration – instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment	
4. Rapport - instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm	
5. Teaching Methods - relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives	

6. Presentation - establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate	
7. Management - uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management	
8. Sensitivity - exhibits respect to students' personal culture, gender differences, or disabilities	
9. Student assistance - assists students with instructional/academic problems	
10. Personal - exhibits self-control, professional behavior and appearance	
11. Physical Environment - number of students; layout of room; distractions if present (temperature, noise, etc.)	
Strengths Observed:	
Potential Areas of Improvement:	
Most meaningful "takeaway" from this observation:	



# FCCLA Chapter Integration Plan

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages or 3 slides in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
FACTS – Families Acting for Community Traffic Safety	Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe	Child Development	4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.	<ul> <li>State and national FACTS program recognition</li> <li>National Programs in Action STAR Event</li> </ul>	9-12	Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.
		Natio	onal FCCLA Program	#1	1	
	T	Natio	onal FCCLA Program	#2		
		Natio	onal FCCLA Program	#3	1	



# Lesson Plan Template

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:	
Grade Level:	
Timeframe:	
FCCLA National I	Program(s) Integration:
FCCLA Competiti	ive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge
Matters) Integra	tion:
Learning Objecti	ves:
National Family	and Consumer Sciences Standards:
Career Readines	s Practices (Select all that apply):
	Act as a responsible and contributing citizen and employee
	Apply appropriate academic and technical skills
	Attend to personal health and financial well-being
	Communicate clearly and effectively and with reason
	Consider the environmental, social and economic impacts of decisions
	Demonstrate creativity and innovation
	Employ valid and reliable research strategies
	Utilize critical thinking to make sense of problems and persevere in solving them
	Model integrity, ethical leadership and effective management
	Plan education and career paths aligned to personal goals
	Use technology to enhance productivity
	Work productively in teams while using cultural global competence

FCCLA Lesson Plan Template, continued **Materials Needed: Instructional Strategies: Activity 1: Activity 1 Timeframe: Activity 1 Materials Needed: Directions: Activity 2: Activity 2 Timeframe: Activity 2 Materials: Directions: Activity 3: Activity 3 Timeframe: Activity 3 Materials Needed: Directions:** 

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):	
Assessment (ch. journal, rubile, test, portione, observation, formative, summative, pre/post test, etc).	
Other Becommendary graphic expensions handouts Device Deint procentation at a ).	
Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):	
Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):	
Additional Notes:	
Auditional Notes.	





Sports Nutrition, an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a *file folder*, visuals, an oral presentation, and demonstrate a method to be used by the athlete to assist with nutrition management.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

- The nutritional plan and management tool do not have to be implemented by the student athlete. The selected student athlete should be someone other than the participant(s).
- •
- 4. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at competitions.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL INF</b>	ORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File folder, Oral Presentation, Management Tool, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	5 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED									
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **SPORTS NUTRITION**

# **Procedures and Time Requirements for Competition**

Fit	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before each presentation begins.
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation. Students take on the role of the student nutritionist/dietitian. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

# **Specifications**

## File Folder

Participant(s) will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state.

1-8 ½" x 11" page	Project Identification Page	Use <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1-8 ½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to develop the Sports Nutrition project.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the portfolio.
1 to 2-8 ½" x 11" pages	Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1-8½" x 11" page	Student Athlete Demographic Page	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1-8½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1-8 ½" x 11" page	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be reliable and current.

# **Sports Nutrition Specifications (continued)**

## **Nutritional Plan and Management Tool**

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
Nutrition Plan Goals		to include nutritional needs, hydr n weight, encourage weight loss,			
Nutrition and Hydration Plan	Participants will develop a three include two pre-competition da The plan should include hydrati quantities for meals and snacks energy intake (calories in) and e (calories out). Nutrition plans sh may have a negative impact on	Participants will develop a five-day nutritional plan to include three precompetition days, one competition day, and one recovery day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.			
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice.	Analyze each day of the nutrit analysis program of the partic nutritional analysis and the DF athlete. Make sure that the ar student athlete. Provide a rati	ipant's choice. Compare the RIs and RDAs for the student nalysis meets the needs of the		
Management Tool	plan and goals. This may involve be paper-pencil, stickers, etc. Tl	ith a suggested method to monitor and manage their nutritional ve technology (mobile applications, website tracking, etc.) or may The management tool should meet the needs of the student the student's daily schedule. The management tool can be igned by the participant.			

## Sports Nutrition Specifications (continued)

#### Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

The oral presentation may be up to 15 minutes in length and is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3-minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4				
Organization/Delivery	Deliver oral presentation in a summarize research.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.					
Knowledge of Sports Nutrition	Demonstrate thorough knowl chosen project.	edge of sports nutrition related to	the participant's				
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.				
Use of <i>Visuals</i> during Presentation	The visuals chosen present th visually appealing.	e nutritional plan in a way that is c	lear, concise, and				
Voice	Speak clearly with appropriat	e pitch, tempo, and volume.					
Body Language/Clothing Choice	appropriate handling of visua	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word us	sage, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ after the presentation.	ers to evaluators' questions regard	ing project. Questions are asked				



Evaluator 2\_\_\_\_\_

#### **SPORTS NUTRITION**

## **Point Summary Form**

ter		State	Team #	Station # I	Level
	•		•	ating, cross their name(s) off. I forms. Do <b>NOT</b> change team or	
<ol><li>Before student presen standards listed below</li></ol>		must che	eck participants'	file folder using the criteria an	d
	rification. Place this form in f			tion below. Calculate the final brics and staple all items rela	
	tion in the room, double chec and turn in to the Lead Consu		es, names, and t	eam numbers to ensure accura	acy. Sort
5. Check with the Lead C	Consultant if there are any que	estions re	garding the eval	uation process.	
ROOM CONSULTANT CH	ECK				
Registration Packet 0 or 3 points	No <b>0</b>	iser or des	signated adult duri Ye		
	No 0  Official documentation not pro at presentation time or signed adviser	ovided by	Official documer time and signed	2 ntation provided at presentation by adviser	
0 or 3 points  Event Online Orientation Documentation	No 0  Official documentation not pro at presentation time or signed	ovided by  1 File Fold with inco labeling/ material (less tha	Official documer time and signed  2 3 der presented correct /insufficient ls for evaluators in 3 copies of so or incomplete	es 3  2 ntation provided at presentation	

(90 points possible) Evaluator 3\_\_\_\_\_ Initials \_\_\_\_\_ Total Score\_\_\_\_\_ divided by number of evaluators **FINAL SCORE** = AVERAGE EVALUATOR SCORE — (Average Evaluator Score plus Rounded only to the nearest hundredth (i.e. 79.99 not 80.00) Room Consultant Total)

RATING ACHIEVED (circle one) Gold: 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99 **VERIFICATION OF FINAL SCORE AND RATING (please initial)** 

Initials \_\_\_\_\_

Evaluator 2 Evaluator 3 Adult Room Consultant Event Lead Consultant

**AVERAGE EVALUATOR SCORE** 



## **SPORTS NUTRITION**

## Rubric – Level 1

Name of Participa	ant						
Chapter			State	Team #	Stat	ion # Level	
FILE FOLDER CONT	TENTS						Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	<b>0</b> Not provided	Missing tw	1 2 3 vo or more ats and is poorly	4 5 6 Missing one componen lacked detail	nt or Provide deman freque compe nutritic	7 8 ed specific physical ds, training schedule, ncy and length of titions, and general onal and hydration needs ent athletes competing in ort	
Student Athlete Demographic Page 0-3 points	0 Not provided	•	1 vo or more ats and is poorly	Missing one componen lacks details	athlete name, and act	3 Igh description of student , including gender, first age, height, goal weight, tivity level, as well as any c health concerns	
Student Athlete Daily Schedule Page 0-3 points	<b>0</b> Not provided	Missing tw componen written	ts and is poorly	<b>2</b> Missing one componen lacks details	include schedu	3 e typical daily schedule to e school schedule, training le, sleep, and other sibilities	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed	current, or project	are incomplete, not not reliable for	Reliable resources but style (see style sheet)	reliable	3 ete list of current and e resources, in MLA or APA ee style sheet)	
<b>NUTRITION AN</b>	D HYDRATION P	LAN					
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	1 1-2 goals are stated or do not address all required components	3 goals are stated, but do not address all required components	3 goals are stated, addressing all required components	3 appropriate goals are stated, addressing all required components	5 Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	3-day, Adequate plan provided with appropriate and realistic recommendations	13 14 15 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	<b>0</b> Not provided	1 2 Analysis is not provided for each day	3 4 Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	7 8 Analysis is complete for each day and generally easy to understand	9 10  Analysis is complete for each day and presented in an easy-to-understand format	
Management Tool 0-5 points	<b>0</b> Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

# Sports Nutrition Rubric Level 1 (continued)

**Points** 

Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of	0	1	2	3	4	5	
Sports Nutrition 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of sports nutrition is evident but not effectively used in presentation	Knowledge of sports nutrition is evident and shared at times in the presentation	Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of	0	1		2		3	
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relat	ionship to FCS is good	Knowledge and FCS re	elationship is evident	
Use of Visuals	0	1		2	3	4	
during Presentation 0-4 points	Visuals are not used during presentation	Limited use during presentation	Incorporated presentation	d throughout Used effort throughout	,	nificantly enhances the esentation	
Voice – pitch, tempo, volume	<b>0</b> Voice qualities not used	Voice gualit	1	2		3	
0-3 points	effectively	voice quali	y is adequate	Voice quality is good, bu improve	it could Voice qua pleasing	lity is outstanding and	
	O Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	ures, Gestures, p avoids and eye cor	1 osture, mannerisms itact is inconsistent/		pleasing nerisms, Gestures, g are eye conta	3 posture, mannerisms, ct, and clothing irresentation	
0-3 points  Body Language/ Clothing Choice	Uses inappropriate gestu posture or mannerisms, eye contact/inappropria	ures, Gestures, p avoids and eye cor te clothing is a	1 osture, mannerisms ntact is inconsistent/ appropriate  1 grammatical and	improve 2 Gestures, posture, manieye contact, and clothin	pleasing nerisms, Gestures, g are eye conta- enhance p	3 posture, mannerisms, ct, and clothing	
0-3 points  Body Language/ Clothing Choice 0-3 points  Grammar/Word Usage/ Pronunciation	Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing  0  Extensive (more than 5) grammatical and pronun	ures, Gestures, p avoids and eye cor te clothing is a	1 osture, mannerisms ntact is inconsistent/ appropriate  1 grammatical and	Gestures, posture, manueye contact, and clothin appropriate  2 Few (1-2) grammatical a	pleasing nerisms, Gestures, g are eye conta- enhance p	3 posture, mannerisms, ct, and clothing oresentation 3 on has no grammatical	

Evaluator's Comments – include two things done well and two opportunities for improvement:

hesitation	
TOTAL (90 points possible)	
(so points possible)	
Evaluator #	
Evaluator Initial	

Room Consultant Initial \_\_\_\_\_



# **SPORTS NUTRITION**

## Rubric – Level 2

Name of Participa	ant						
Chapter			State	Team #	Sta	ation # Level	
FILE FOLDER CONT FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to pla project	Process is used to	Points
Sport and Training Summary Pages 0-8 points	0 Not provided	Missing tw	1 2 3 vo or more nts and is poorly	4 5 6 Missing one componen lacked detail	nt or Provio dema frequi comp nutrit	7 8  ded specific physical nds, training schedule, ency and length of etitions, and general ional and hydration needs dent athletes competing in port	
Student Athlete Demographic Page 0-3 points	<b>0</b> Not provided	0	1 vo or more nts and is poorly	2 Missing one componen lacks details	athlet name and a	3  pugh description of student te, including gender, first t, age, height, goal weight, ctivity level, as well as any fic health concerns	
Student Athlete Daily Schedule Page 0-3 points	Not provided	Missing tw componen written	1 o or more ts and is poorly	2 Missing one componen lacks details	includ sched	3 de typical daily schedule to de school schedule, training lule, sleep, and other nsibilities	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not not reliable for	Reliable resources but style (see style sheet)	reliab	3 olete list of current and le resources, in MLA or APA (see style sheet)	
NUTRITION AN	D HYDRATION P				.,,	, and the state of	
Nutrition Plan Goals 0-5 points	<b>0</b> Not provided	1 1-2 goals are stated or do not address all required components	2 3 goals are stated, but do not address all required components	3 3 goals are stated, addressing all required components	4 3 appropriate goals are stated, addressing all required components	5 Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	10 11 12 3-day adequate ple provided with appropriate and realistic recommendations	an 3-day, extensive plan provided appropriate and realistic recommendations.	
Nutritional Evaluation 0-10 points	0 Not provided	1 2 Analysis is not provided for each day	3 4 Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	7 8 Analysis is comple for each day and generally easy to understand and includes DRI and RDS information	9 10 te Analysis is complete for each day and presented in an easy-to-understand format, and includes DRI and RDA information	
Management Tool 0-5 points	<b>0</b> Not provided	Difficult to use or understand, does not meet the needs of the athlete	Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	Easy to understand and use, generally meets the needs of the athlete	understand and use,	

# Sports Nutrition Rubric Level 2 (continued)

**Points** 

<b>ORAL PRESEN</b>	TATION						
Organization/	0	1 2	3 4	5 6	7 8	9 10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of	0	1	2	3	4	5	
Sports Nutrition 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of sports nutrition is evident but not effectively used in presentation	Knowledge of sports nutrition is evident and shared at times in the presentation	Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of	0	1		2		3	
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relat national program ide	ionship to FCS is good, entified	Knowledge and FCS re national program ider	•	
Use of Visuals	0	1		2	3	4	
during Presentation 0-4 points	Visuals are not used during presentation	Limited use during presentation	Incorporated presentation	d throughout Used eff through	,	gnificantly enhances the esentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	1 ty is adequate	Voice quality is good, but improve	ut could Voice qua	3 lity is outstanding and	
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	osture, mannerisms ntact is inconsistent/ appropriate	Gestures, posture, man eye contact, and clothir appropriate	g are eye conta	posture, mannerisms, ct, and clothing oresentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronun errors	, ,	grammatical and ion errors	Few (1-2) grammatical a pronunciation errors		ion has no grammatical ciation errors	
Responses to	0	1	2	3	4	5	_
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL						
(90 points possible)						
Evaluator	#					
Evaluator Initial						
Room Consultant Initial						



## **SPORTS NUTRITION**

# Rubric – Level 3 and 4

Name of Participa	ant						
Chapter			State	Team #	Station #	# Level_	
FILE FOLDER CONT	TENTS						Points
FCCLA	0	1	2	3	4	5	TOITIG
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	Not provided	Missing tw	1 2 3 o or more ots and is poorly	4 5 6 Missing one componen lacked detail	it or Provided spe demands, tra frequency an competitions nutritional ar	aining schedule,	
Student Athlete Demographic Page 0–3 points	Not provided	Missing tw componen written	1 o or more ots and is poorly	Missing one componen lacks details	athlete, inclu name, age, h	scription of student iding gender, first eight, goal weight, evel, as well as any th concerns	
Student Athlete Daily Schedule Page 0-3 points	Not provided	Missing two component written	1 o or more ts and is poorly	Missing one componen lacks details	include school	3 cal daily schedule to ol schedule, training ep, and other es	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed	current, or project	1 are incomplete, not not reliable for	Reliable resources but style (see style sheet)	· ·	3 t of current and urces, in MLA or APA le sheet)	
<b>NUTRITION AN</b>	D HYDRATION	PLAN					
Nutrition Plan Goals 0-5 points	<b>0</b> Not provided	1 1-2 goals are 2 goa stated or do not but do address all all rec	o not address addre quired requir	essing all are sta red addres	sted, nutritions and performed components is identifications.	5 s 2 goals, including al needs, hydration, ormance. Weight goal ed. Goals are specific, ble, attainable, realistic	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	10 11 12 5-day adequate plan 5 provided with p appropriate and ai realistic recommendations D	13 14 15 -day, extensive plan rovided appropriate nd realistic ecommendations. rocumentation is clear nd easy to understand	
Nutritional Evaluation 0-10 points	<b>0</b> Not provided	1 2 Analysis is not provided for each day	3 4 Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	for each day and generally easy to understand and includes DRI and RDS information	9 10 Analysis is complete for each day and presented in an easy-to-understand format, and includes DRI and RDA information	
Management Tool 0-5 points	<b>0</b> Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and	

# Sports Nutrition Rubric Level 3 and 4 (continued)

**Points** 

ORAL PRESEN Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of	0	1	2	3	4	5	
Sports Nutrition 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of sports nutrition is evident but not effectively used in presentation	Knowledge of sports nutrition is evident and shared at times in the presentation	Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of	0	1		2		3	
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relat national program ide pathway identified	ionship to FCS is good, entified. FCS career	Knowledge and FCS re national program ide explained well. FCS ca identified	ntified, and both	
Use of Visuals	0	1		2	3	4	
during Presentation 0-4 points	Visuals are not used during presentation	Limited use during presentation	Incorporated presentation	· ·	,	gnificantly enhances the esentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qual	1 ty is adequate	Voice quality is good, be improve	out could Voice qua	3 lity is outstanding and	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestu posture or mannerisms, eye contact/inappropriat clothing	avoids and eye co	1 posture, mannerisms ntact is inconsistent/ appropriate	Gestures, posture, ma eye contact, and cloth appropriate	nnerisms, Gestures, ng are eye conta	3 posture, mannerisms, ct, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronun errors	, ,	1 grammatical and ion errors	Few (1-2) grammatical pronunciation errors		3 ion has no grammatical iciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without	

Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL					
(90 points possible)					
Evaluator	#				
Evaluator Initial					
Room Consultant Initial					





Sustainability Challenge, an *individual* or *team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five 2021-2022 topics, investigate areas where they can make a difference, develop and carry out a *project* for their home, school, or *community*, and educate others in their school or *community*. Participants must prepare a *portfolio* and an *oral presentation*.

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9-10

Level 3: grades 11-12

Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

GENERAL IN	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space-no Supplies - no	Official dress - or- Professional dress - or costume appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

<b>PRESENTAT</b>	TON ELEMENT	S ALLOWED							
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### SUSTAINABILITY CHALLENGE

#### 2021-2022 COMPETITION TOPICS



All Sustainability Challenge projects must be based on one of the following topics. Participants are encouraged to conduct projects to improve children's health in school settings. Resources for each of these topics are available through the Environmental Protection Agency's Office of Children's Health Protection -

https://www.epa.gov/children

- 1. INDOOR AIR QUALITY https://www.epa.gov/indoor-air-quality-iag
- 2. EMERGENCY PREPAREDNESS https://www.epa.gov/natural-disasters
- 3. GREENER TRANSPORTATION https://www.epa.gov/transportation-air-pollution-and-climate-change
  - 4. OZONE DEPLETION <a href="https://www.epa.gov/ozone-layer-protection">https://www.epa.gov/ozone-layer-protection</a>
  - 5. SUSTAINABLE COMMUNITIES https://www.epa.gov/sustainability

### **Procedures and Time Requirements for Competition**

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.				
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.				
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.				

# **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An electronic portfolio may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The electronic portfolio and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an electronic portfolio is turned in to the evaluators, participants may not switch to a hardcopy portfolio. Portfolio may not exceed 59 slides, as described below.

# Sustainability Challenge Specifications (continued)

SPE	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.				
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portf	<i>folio</i> in the order in which th	ne parts appear.		
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page		p of the <i>Planning Process</i> w se of the <i>Planning Process</i> r			
1	Evidence of Online Project Summary Submission		olete the online <i>project</i> sur FCCLA Student Portal, and io.			
0–10	Content Divider Pages or Sections	pages may be tabbed, ma	er/section pages or slides. ( ay contain a title, a section or rations, and/or page number t.	name, <i>graphic</i>		
	Evidence of Research	Document use of 3 sources of background research and current data supporting project concern.	Document use of 4 sources of background research and current data supporting project concern.	Document use of 5 sources of background research and current data supporting project concern.		
	Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community	Identify the competition topic project chosen. Document the <i>current</i> and potential effects the environmental problem has on participants' homes, schools, and/or communities and ways individuals and groups of people can work stop, counteract, or reverse said problems.				
Up to 34 8 ½" x 11" pages or 44 slides	Creativity and Duplication of <i>Project</i>	Design project to creatively combat the environmental concern and engage people at school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school and is able to be duplicated by other schools or communities.		
	Overall Environmental Responsibility of <i>Project</i>	causing additional harm tenergy consumption it sh	ss the chosen environment to the environment. (i.e. if yould specifically address eror misuse other resources.	our project focus is on		
	Evaluation of <i>Project</i>	rit should also not waste or misuse other resources.  Participants evaluated project for effectiveness and ability to reach others.  Participants evaluated project for effectiveness and ability to reach others.  Participants evaluated project for effectiveness and ability to reach others.  Iist of adjustments for future projects larger audience.		rs. Participants created a		

# Sustainability Challenge Specifications (continued)

Up to 34 8 %" x 11" pages or 44 slides, continued	Evidence of Educational Presentations	Document one educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document two educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document three educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	
	Scope of Educational Presentations	Describe the school audience(s) reached through educational presentation, including the reason for targeting specific audiences and the benefits of educating them on the environmental concern.	Describe the school and community audience(s) reached through educational presentations, including the reason for targeting specific audiences and the benefits of educating them on the environmental concern.		
	Effectiveness of Educational Presentations	Document an evaluation of effective educational presentations.	Document an evaluation of effective educational presentations, which may include audience members' change in activity, opinions, knowledge level, or other methods.  Document an evaluation of effective educational presentations, which may include audience members' change in activity, opinions, knowledge level, or other methods, and how adjustments made t subsequent presentations based on the data collecte were made.		
	Works Cited/Bibliography	Use MLA or APA citation reliable and current.	style to cite all references.	Resources should be	
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.			

# Sustainability Challenge Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.					
Knowledge of Environmental Concern	Show evidence of <i>current</i> data and knowledge of trends in the environmental concern topic area.					
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.			
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all pl to enhance the presentation.	hases of the project. Use original,	creative, and appealing visuals			
Voice	Speak clearly with appropriate	e pitch, tempo, and volume.				
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.					
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ after the presentation.	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.				



#### SUSTAINABILITY CHALLENGE

## STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' display using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.

ROOM CONSULTAN	T CHECK		Points					
Registration Packet	Picked up by adviser or designated adult during scheduled time							
0 or 3 points	No <b>0</b>	Yes <b>3</b>						
Event Online Orientation Documentation 0 or 2 points	Official documentation not provided at presentation time or signed by adviser	Official documentation provided at presentation time and signed by adviser						
Hardcopy Portfolio 0–1 point or Electronic Portfolio 0–1 point	Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators						
Portfolio Pages	0	1 2 3						
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors  Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including:  • 1 project ID page or slide  • 1 table of contents page or slide  • 1 Planning Process summary page or 2 slides  • Project Summary Submission Proof  • Up to 10 content divider pages or slides  • Up to 34 content pages or 44 content slides						
Punctuality	0	1						
0–1 point	Participant was late for presentation	Participant was on time for presentation						
EVALUATORS' SCOR	ES	ROOM CONSULTANT TOTAL						
valuator 1	Initials	(10 points possible)						
valuator 2	Initials	Initials AVERAGE EVALUATOR SCORE						
valuator 3	Initials	Initials (90 points possible)						
otal Score								
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.9)	, 0	·					
RATING ACHIEVED (ci PERIFICATION OF FIN.	rcle one) Gold: 90-100 Silver: 70-89.99 AL SCORE AND RATING (please initial)	<b>Bronze:</b> 1-69.99						
	Evaluator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant						



## **SUSTAINABILITY CHALLENGE**

# Rubric – Level 1

Name of Participa	ant						
Chapter			State_	Team #_	Statio	n # Leve	<u> </u>
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	<b>0</b> Not explained	Some research done but incomplete information	Research is current but from unreliable sources and does not adequately cover the topic	Research is current, appropriate for topic, from 3 reliable sources but does not adequately cover the topic	Research is current, appropriate for topic, from 3 reliable sources, and adequately covers the topic	5 Research is from 3 current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship desc	participa affected potentia	1 2 ion of how the ints' environment(s) is is inadequate and/or I solution(s) for the are not provided	3 4 Explanation of how th participants' environn affected is adequate, solution(s) for the pro provided	e Explanation ent(s) is participar potential affected in blem potential problem	5 6 on of how the hts' environment(s) is s extensive, multiple solutions for the provided and are both and practical	
Creativity and Duplication of Project 0-10 points	O Project not completed	1 2 Project did not address concern	3 4 Project addressed the concern	5 6 Project effectively addressed concern	7 8 Project creatively and effectively addressed the concern, some engagement with people at school	9 10 Project creatively and effectively addressed the concern, good engagement with people at school	
Overall Environmental Responsibility of Project 0-4 points	No regard for enviro responsibility in projexecution	ect activities	1 s, resources, and s used for the project newhat wasteful	Most materials, resou activities used for the were chosen with res their environmental in	rces, and Materials project activities pect to were thou phact showed a	3 4, , resources and used for the project ught out, chosen, and thorough knowledge of ental responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation condu	ucted Evaluation m unsuccessful		<b>2</b> Evaluation was appropriat	e Evaluation was tho	3 rough and appropriate.	
Evidence of Educational Presentations 0-2 points	Evidence of 1 education	0 tional presentation is not	Evidence of 1 educat included	1 cional presentation is	Evidence of 1 education included with the date proof of presentation	•	
Scope of Educational Presentations 0-5 points	No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
Effectiveness of Educational Presentations 0-5 points	0 No evidence of presentation effectiveness provid	1 Limited evidence effectiveness prov ed	•	<b>3</b> ence of presentation ctiveness provided.	•	4 5 ce of presentation	

#### Sustainability Challenge Rubric Level 1 (continued)

**Points** Works Cited/ No resources listed **Bibliography** Reliable resources but incorrect style Complete list of current and reliable Resources are incomplete, not 0-3 points current, or not reliable for project (see style sheet) resources, in MLA or APA style (see style sheet) **Appearance** 0 3 0-3 points Portfolio is illegible Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct and unorganized grammatical or spelling errors and is professional, with correct grammar grammar and spelling used with organized poorly and spelling effective organization of information **ORAL PRESENTATION** Organization/ 10 3 5 Delivery Presentation is not Presentation covers Presentation covers Presentation gives Presentation covers Presentation covers 0 - 10 points done or presented all relevant some topic elements all topic elements complete information briefly and does not but with minimal information but completely but does information with a cover components not flow well information does not explain the seamless and logical of the project project well delivery Knowledge of 0 1 2 3 4 5 **Environmental** Little or no evidence Minimal evidence of Knowledge of Knowledge of Knowledge of Some evidence of Concern of knowledge subject matter is subject matter is subject matter is knowledge knowledge 0-5 points evident and evident but not evident and shared effectively used in at times in the incorporated presentation presentation throughout the presentation Relationship of 0 2 1 Family and No evidence of Minimal evidence of Knowledge and relationship to FCS is good Knowledge and FCS relationship is evident **Consumer Sciences** relationship between knowledge and FCS Coursework and project and FCS coursework Standards relationship 0-3 points Use of Portfolio and 0 1 2 3 5 Visuals during Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Presentation moves Presentation not used during used to limit used minimally incorporated used effectively seamlessly between 0-5 points presentation amount of speaking during presentation throughout throughout oral presentation, time presentation presentation portfolio and visuals Voice - pitch, tempo, 0 1 volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively improve pleasing Body Language/ 0 **Clothing Choice** Uses inappropriate gestures, Gestures, posture, mannerisms Gestures, posture, mannerisms, Gestures, posture, mannerisms, 0-3 points posture or mannerisms, avoids and eve contact is inconsistent/ eye contact, and clothing are eye contact, and clothing eye contact/inappropriate clothing is appropriate appropriate enhance presentation clothing Grammar/Word n 1 2 3 Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points Re Ε١

5 points	errors						
esponses to raluators' uestions 5 points	O Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
Evaluator's Co	omments – include	two things done we	ell				
and two oppo	rtunities for impro	vement:				TOTAL	
					(90	points possible)	
						Evaluator #	
					E	Evaluation Initial _	
					Room C	Consultant Initial _	



## **SUSTAINABILITY CHALLENGE**

# Rubric – Level 2

Name of Participa	int						
Chapter			State_	Team #	Statio	n # Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	summary not	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	TOMES
Evidence of Research 0-5 points	·	1 Some research done but incomplete information	Research is current but from unreliable sources and does not adequately cover the topic	Research is current, appropriate for topic, from 4 reliable sources but does not adequately cover the topic	4 Research is current, appropriate for topic, from 4 reliable sources, and adequately covers the topic	5 Research is from 4 current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship descri	participa affected potentia	1 2 ion of how the ints' environment(s) is is inadequate and/or I solution(s) for the are not provided	3 4 Explanation of how the participants' environm affected is adequate, p solution(s) for the proliprovided	e Explanation participan potential affected is problem	5 6 on of how the ots' environment(s) is s extensive, multiple solutions for the orovided and are both and practical	
Creativity and Duplication of Project 0-10 points	0 Project not completed	1 2 Project did not address concern	3 4 Project addressed the concern	5 6 Project effectively addressed concern	7 8 Project creatively and effectively addressed the concern, some engagement with people at school and community	9 10 Project creatively and effectively addressed the concern, good engagement with people at school and community	
Overall Environmental Responsibility of Project 0-4 points	No regard for environs responsibility in project execution	ct activities	1 s, resources, and s used for the project mewhat wasteful	Most materials, resour activities used for the were chosen with resp their environmental im	rces, and Materials, project activities used to were thou pact showed a	3 4, resources and used for the project ught out, chosen, and thorough knowledge of ental responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation conduct	ted Evaluation m unsuccessful		<b>2</b> Evaluation was appropriate		3 rough and appropriate,	
Evidence of Educational Presentations 0-2 points		O onal presentations is not		1 ional presentations is		2 onal presentations is	
Scope of Educational Presentations 0-5 points	O No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
Effectiveness of Educational Presentations 0-5 points	0 No evidence of presentation effectiveness provided	1 Limited evidence effectiveness prov		3 ence of presentation tiveness provided.		4 5 ce of presentation ovided.	

#### Sustainability Challenge Rubric Level 2 (continued)

**Points** Works Cited/ No resources listed **Bibliography** Resources are incomplete, not Reliable resources but incorrect style Complete list of current and reliable 0-3 points current, or not reliable for project (see style sheet) resources, in MLA or APA style (see style sheet) **Appearance** 0 0-3 points Portfolio is illegible Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct and unorganized grammatical or spelling errors and is professional, with correct grammar grammar and spelling used with organized poorly and spelling effective organization of information **ORAL PRESENTATION** Organization/ 10 3 5 Delivery Presentation is not Presentation covers Presentation covers Presentation gives Presentation covers Presentation covers 0 - 10 points done or presented all relevant some topic elements all topic elements complete information briefly and does not but with minimal information but completely but does information with a cover components not flow well information does not explain the seamless and logical of the project project well delivery Knowledge of 0 1 2 3 4 5 **Environmental** Minimal evidence of Some evidence of Little or no evidence Knowledge of Knowledge of Knowledge of Concern of knowledge subject matter is subject matter is subject matter is knowledge knowledge 0-5 points evident but not evident and evident and shared effectively used in at times in the incorporated presentation presentation throughout the presentation Relationship of 0 2 1 Family and No evidence of Minimal evidence of Knowledge and relationship to FCS is good, Knowledge and FCS relationship is **Consumer Sciences** relationship between evident, national program identified, and national program identified knowledge and FCS Coursework and project and FCS coursework both explained well Standards relationship 0-3 points Use of Portfolio and 0 1 2 3 Visuals during Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Presentation moves Presentation not used during used to limit used minimally incorporated used effectively seamlessly between 0-5 points presentation amount of speaking during presentation throughout throughout oral presentation, time presentation presentation portfolio and visuals Voice - pitch, tempo, 0 1 volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively improve pleasing Body Language/ **Clothing Choice** Uses inappropriate gestures, Gestures, posture, mannerisms Gestures, posture, mannerisms, Gestures, posture, mannerisms, 0-3 points posture or mannerisms, avoids and eve contact is inconsistent/ eye contact, and clothing are eye contact, and clothing eye contact/inappropriate clothing is appropriate appropriate enhance presentation clothing Grammar/Word n 1 2 3 Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points errors Responses to 0 1 2 3 4 5 Evaluators' Unable to answer Responded to all Did not answer Responded Responses to questions Gave appropriate Questions evaluators' some questions auestions but adequately to all responses to were appropriate and 0-5 points without ease or nuestions

questions	accuracy	questions	·	hesitation	
Evaluator's Comments – include two things don	ne well			Γ	
and two opportunities for improvement:				TOTAL	
			(90 p	oints possible)	
				Evaluator # aluation Initial nsultant Initial	



## **SUSTAINABILITY CHALLENGE**

# Rubric – Level 3 and 4

Mairie of Farticipa	iii						
Chapter			State_	Team #_	Statio	n # Level	
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	TOTILS
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning Process	Evidence that the	The Planning Process	
Summary Page	summary not	the Planning Process	steps are presented	steps are summarized	Planning Process was	is used to plan the	
0–5 points	provided	are presented	but not summarized		utilized to plan	project. Each step is	
		•			project	fully explained	
Evidence of	0	1	2	3	4	5	
Research	Not explained	Some research done	Research is current	Research is current,	Research is current,	Research is from 4	
0-5 points		but incomplete	but from unreliable	appropriate for topic,	appropriate for topic,	current, reliable	
		information	sources and does	from 4 reliable	from 4 reliable	sources, documented	
			not adequately	sources but does not	sources, and	correctly, and	
			cover the topic	adequately cover the	adequately covers	extensively covers the	
				topic	the topic	topic	
Knowledge of the	0		1 2	3 4		5 6	
Relationship of	No relationship des	•	tion of how the	Explanation of how t		on of how the	
Environmental			ants' environment(s) is	participants' environ		nts' environment(s) is	
Concern to			is inadequate and/or	affected is adequate,	•	s extensive, multiple	
Participants' Home, School, and/or			al solution(s) for the	solution(s) for the pro	· ·	solutions for the	
Community		problem	are not provided	provided		provided and are both	
0-6 points					thorough	and practical	
Creativity and	0	1 2	3 4	5 6	7 8	9 10	
Duplication of	Project not	Project did not	Project addressed	Project effectively	Project creatively	Project creatively	
Project	completed	address concern	the concern	addressed concern	and effectively	and effectively	
0-10 points					addressed the	addressed the	
					concern, some	concern, good	
					engagement with	engagement with	
					people at school and	people at school and	
					community, project	community, project	
					able to be duplicated	easy to duplicate	
Overall	0		1	2	uupiicateu	3 4	
Environmental	No regard for envir	onmental Materia	ls, resources, and	Most materials, reso	urces, and Materials	, resources and	
Responsibility of	responsibility in pro		s used for the project	activities used for the		used for the project	
Project	execution		mewhat wasteful	were chosen with res		ught out, chosen, and	
0-4 points				their environmental i		thorough knowledge of	
					environm	ental responsibility	
Evaluation of	0		1	2		3	
Project	No evaluation cond			Evaluation was appropria		rough and appropriate,	
0-3 points		unsuccessfu			includes future adju	ustment list	
Evidence of	5 . 1 . 60 . 1		5 · 1 · 6 · 1 · ·	1	5 · 1 · (0 · 1 · · ·	2	
Educational		ational presentations is not		ional presentations is	Evidence of 3 education		
Presentations	included		included		included with the date	e, location, and one	
0-2 points Scope of	0	1	2	3	proof of presentation	5	
Educational	No descriptions				e descriptions of Ext	ensive descriptions of	
Presentations	provided	•	two of all thre		'	ch educational	
0-5 points	F. 01. 000		entations education			esentation are included	
•			rided presentat	•	· ·	th information on the	
		. r -	included		, why they were aud	dience, why they were	
						geted, and what	
				benefit(s)	this particular bei	nefit(s) this particular	
				• .	•	oup took from the	
				presentat		esentation	
Effectiveness of	0	1	2	3		4 5	
Educational Presentations	No evidence of	Limited evidence		ence of presentation		ce of presentation	
	presentation	effectiveness pro	viaea effe	tiveness provided.	effectiveness pr	oviaea.	
0-5 points	effectiveness provi	ueu					

#### Sustainability Challenge Rubric Level 3 and 4 (continued)

**Points** Works Cited/ 0 No resources listed **Bibliography** Resources are incomplete, not Reliable resources but incorrect style Complete list of current and reliable 0-3 points current, or not reliable for project (see style sheet) resources, in MLA or APA style (see style sheet) **Appearance** 0 3 0-3 points Portfolio is illegible Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct and unorganized grammatical or spelling errors and is professional, with correct grammar grammar and spelling used with organized poorly and spelling effective organization of information **ORAL PRESENTATION** Organization/ 10 3 5 Delivery Presentation is not Presentation covers Presentation covers Presentation gives Presentation covers Presentation covers 0 - 10 points done or presented all relevant some topic elements all topic elements complete information briefly and does not but with minimal information but completely but does information with a cover components not flow well information does not explain the seamless and logical of the project project well delivery Knowledge of 0 1 2 3 4 5 **Environmental** Minimal evidence of Some evidence of Little or no evidence Knowledge of Knowledge of Knowledge of Concern of knowledge subject matter is subject matter is subject matter is knowledge knowledge 0-5 points evident but not evident and evident and shared effectively used in at times in the incorporated presentation presentation throughout the presentation Relationship of 0 2 1 Family and No evidence of Minimal evidence of Knowledge and relationship to FCS is good, Knowledge and FCS relationship is **Consumer Sciences** relationship between national program identified. FCS career evident, national program identified, and knowledge and FCS Coursework and project and FCS both explained well. FCS career pathways coursework pathway identified Standards relationship identified 0-3 points Use of Portfolio and 0 1 3 Visuals during Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Portfolio and visuals Presentation moves Presentation not used during used to limit used minimally incorporated used effectively seamlessly between 0-5 points presentation amount of speaking during presentation throughout throughout oral presentation, time presentation presentation portfolio and visuals Voice - pitch, tempo, 0 1 volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively improve pleasing Body Language/ **Clothing Choice** Uses inappropriate gestures, Gestures, posture, mannerisms Gestures, posture, mannerisms, Gestures, posture, mannerisms, 0-3 points posture or mannerisms, avoids and eve contact is inconsistent/ eye contact, and clothing are eye contact, and clothing eye contact/inappropriate clothing is appropriate appropriate enhance presentation clothing Grammar/Word n 1 2 Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points Responses to 0 1 2 3 4 5 Evaluators' Responded to all Did not answer Unable to answer Responded Responses to questions Gave appropriate

uestions -5 points	evaluators' questions	some questions	questions but without ease or accuracy	adequately to all questions	responses to evaluators' questions	were appropriate and given without hesitation	
Evaluator's C	Comments – includ	e two things done w	ell			Γ	
and two opp	ortunities for impr	ovement:				TOTAL	
					(90	points possible)	
						Evaluator # Evaluation Initial Consultant Initial	





Teach and Train, an *individual event*, recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a *portfolio* of the teaching/training career, prepare and execute a complete lesson/workshop plan and an *oral presentation*. Level 2 and Level 3 participants will also complete a *shadowing experience* of a "*best practices*" educator.

#### **EVENT LEVELS**

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

#### **ELIGIBILITY & GENERAL INFORMATION**

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Level 1: Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences child or human development unit or course. Levels 2, 3 and 4: Eligible participants must be or have been enrolled in a



- Family and Consumer Sciences course preparing them for careers or employment in the Education and Training or Human Services career pathways.
- 3. The project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
- 4. Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

<b>GENERAL IN</b>	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1	Portfolio, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 9 min.; stopped at 10 min.	5 minutes	30 minutes

PRESENTAT	PRESENTATION ELEMENTS ALLOWED								
Audio	Costumes	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals

#### **Procedures and Time Requirements for Competition**

	ant will submit a <i>portfolio</i> ( <i>hardcopy</i> or <i>electronic</i> ) to the event room consultant at the designated participation time valuators of their chosen career area.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10	Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic). The
10 minutes	participant must make the electronic portfolio accessible to evaluators.
	The presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The
10 minutes	participant will be stopped at 10 minutes.
10 minutes	If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation.
	Presentation equipment, with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

# **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 49 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
1 🔲	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–6	Content Divider Pages or Sections	Use 0 to 6 content divider/section pages or slides. Content divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers. They must not include any other content.

# Teach and Train Specifications (continued)

	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
Up to 28 8 ½" x 11" pages or 38 slides	Lesson Plan or Workshop Plan	Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration (if applicable), national Family and Consumer Sciences standards and/or other national standards (as appropriate), and Career Readiness Practices selection(s).  Organization: List all materials needed and describe the instructional strategies used to implement the lesson. Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery. Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.
	Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes, including methods of improvement. Minimum of one presentation required.
	Evidence of <i>Technology</i> Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

#### **Shadowing Experience** (Levels 2, 3 and 4 Participants Only)

Shadowing Experiences with a Best Practices Educator	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. This can include in-person or virtual experiences. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the portfolio content pages.
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# Teach and Train Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

The *portfolio*, including the career exploration and self-assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present <i>current</i> data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of Portfolio and Visuals	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



#### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT (	CHECK		Point
Registration Packet	Picked up by adviser or de	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio 0–1 point or	<b>0</b> Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 38 single-sided	
		pages or 49 slides completed correctly, including:	
		1 project ID page or slide	
		• 1 table of contents page or slide	
		1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		Up to 6 content divider pages or slides	
		Up to 28 content pages or 38 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	· _
ATING ACHIEVED (circle	e one) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	<b>Bronze:</b> 1-69.99	



# **TEACH AND TRAIN—Level 1**

# Rubric

Name of Participant					
Chanter	State	Team #	Station #	Level	

PORTFOLIO							Points
FCCLA Planning Process Summary Page	0 Planning Process summary not provided	Inadequate steps in	All Planning Process	•	4 Evidence that the	5 The Planning Process is	
0–5 points	Sammary not provided	the Planning Process are presented	steps are presented but not summarize	· · · · · · · · · · · · · · · · · · ·	Planning Process was utilized to plan project	used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	<b>0</b> Not included	1 Research is not current, and missing more than 3 topics	Research is current but from unreliable sources, missing 1– required topics	but only partially	Research is current appropriate for topic; from reliable sources	documented correctly,	
Self-Assessment	0	1	2	3	4	5	
0–5 points	Not included	Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	Covers areas of self assessment with limited information and detail	all areas of self-	ses Examined personal interests in detail, and states career information, and analyzed styles	Examined personal interests in detail, clearly states career information, and analyzed styles	
Lesson/Workshop Plan: <b>Planning</b> 0–5 points	of advance	consideration for obtained obt	2 an includes an ojective and shows an lequate iderstanding of the idience	objective, uses predictable teaching methods, and shows understanding of the audience	predictable teaching methods, shows	Flan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: Organization 0–5 points	organization	include an ac introduction and/or ar	2 an includes an lequate introduction ad conclusion with norganized content	conclusion, but the content is somewhat unorganized. Includes some effort to	creative and effective introduction and conclusion. Includes an effective use of technology	Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion.  Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: <b>Activity</b> 0–5 points	<b>0</b> No activity included	Activity plans are missing logistical and resource information The activity is not creative or interestin and does not relate well to lesson/workshop	n. resource information The activity is not	adequate logistical on. and resource information. Activit not is interesting	include excellent logistical and	Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop	0	1	2	3	4	5	
Plan: Follow Up 0–5 points	No follow up was done	Outcomes are inadequately stated. No evaluation was used.	Outcomes are inadequately stated An evaluation method was used, but results are not presented	Outcomes are d. measurable and complete. A single evaluation method was used and results are explained	•	Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	
Evidence of Technology Used 0-5 points	No technology used in lesson/workshop planning or execution	1 Technology used to develop or execute lesson/workshop not explained	Z Technology used to develop or execute lesson/workshop but not explained in portfolio	e techniques used to develop or executo	Technology used to develop or e execute	5 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	

# Teach and Train—Level 1 Rubric (continued)

**Points** 

Works Cited/	0	1		2		3	
Bibliography	No resources listed	Resources are incom	plete, not Re	eliable resources but incor	rect Complete list of cu	rrent and reliable resources,	
0–3 points		current, or not reliab	ole for project st	yle (see style sheet)	in MLA or APA styl	e (see style sheet)	
Evidence of Prior	0	1	2	3	4	5	
Presentation	No prior presentation	Participation indicates	Minimal evidence of	f Extensive evidence o	f Extensive evidence	Extensive evidence of	
)–5 points	done	that the	prior presentation o	of prior presentation of	of prior	prior presentation of the lesson/workshop plan.	
		lesson/workshop plan	the lesson/worksho	p the lesson/workshop	presentation of the	Outcomes are listed and	
		was presented but	plan	plan	lesson/workshop	methods of improvement	
		shows no evidence of			plan. Some	are indicated	
		the prior presentation			outcomes are listed		
ppearance	0		1	2		3	
–3 points	Portfolio is illegible and	Portfolio is	neat, but may contain	Portfolio is neat, legit		ible, professional, correct	
	unorganized	•	al or spelling errors	professional, with cor	•	and spelling used with	
		and is orga	nized poorly	grammar and spelling	effective	organization of information	
DRAL PRESENT	ATION						
Organization/	0	1 2	3 4	5 6	7 8	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
) – 10 points	done or presented	some topic elements	all topic elements	complete	information	all relevant	
	briefly and does not	P	but with minimal	information but	completely but does	information with a	
	cover components		information	does not explain the	not flow well	seamless and logical	
	of the project			project well		delivery	
Cnowledge of	0	1	2	3	4	5	
Selected Career	Little or no evidence	Minimal evidence of		Knowledge of selected	Knowledge of selected	Knowledge of selected	
0-5 points	of knowledge	knowledge		career is evident but	career is evident and	career is evident and	
	one	MIOWICUEC	J	not shared in	shared at times in	incorporated throughout	
				presentation	presentation	the presentation	
Relationship of	0	1	2	3	presentation 4	the presentation 5	
amily and	No evidence of	=	<del>-</del>	Knowledge of career	•	_	
Consumer Sciences		Minimal evidence of	Some knowledge of	U	Knowledge of career	Knowledge of career	
Coursework and	relationship	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship is	
Standards	between career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident and	evident and explained	
0-5 points	FLS	relationship	coursework		shared	well	
Jse of Portfolio and	0	1	2	3	4	5	
/isuals during	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals	Presentation moves	
<b>Presentation</b> 0-5 points	not used during	used to limit amount	used minimally	incorporated	used effectively	seamlessly between	
0-5 points	presentation	of speaking time	during presentation	throughout	throughout	oral presentation,	
				presentation	presentation	portfolio and visuals	
/oice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not used	Voice quali	ty is adequate	Voice quality is good,	but could Voice qua	ality is outstanding and	
)-3 points	effectively			improve	pleasing		
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate gest	ures, Gestures, p	osture, mannerisms	Gestures, posture, ma	annerisms, Gestures	, posture, mannerisms,	
0-3 points	posture or mannerisms,		ntact is inconsistent/	eye contact, and cloth		act, and clothing enhance	
	eye contact/inappropria	te clothing is a	appropriate	appropriate	presenta	-	
	clothing				•		
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5)	Some (3-5)	grammatical and	Few (1-2) grammatica	al and Presenta	tion has no grammatical	
Pronunciation	grammatical and pronunc	ciation pronunciat	ion errors	pronunciation errors	or pronu	nciation errors	
0-3 points	errors						
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
<b>Questions</b> 0-5 points	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
o o ponito	questions		without ease or	questions	evaluators'	appropriate and given	
			accuracy		questions	without hesitation	
aluator's Comm	ents – include two t	hings done					
		=		Evaluator #		TOTAL	
ell and two oppo	ortunities for improv	rement:			/00 : :		
			i i	Evaluator Initial	(90 point	s possible)	
					<del></del>		

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Room Consultant Initial \_\_\_\_\_



# TEACH AND TRAIN—Level 2, Level 3, Level 4 Rubric

Name of Participant				
Chapter	State	Team #	Station #	Level

Cnapter			State	ream #	F Stat	ion # Level	
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	All Planning	Evidence that the	The Planning Process is	
Summary Page	summary not	the Planning Process	steps are presented	Process steps are	Planning Process was	used to plan the project.	
0–5 points	provided	are presented	but not summarized	summarized	utilized to plan project	Each step is fully explained	
Career Exploration	0	1	2	3	4	5	
0–5 points	Not included	Research is not	Research is current	~	t Research is current	, Research is current,	
o o points	140t meraded	current, and missing	but from unreliable		appropriate for	documented correctly,	
		more than 3 topics	sources, missing 1-	,, ,	topic; from reliable		
		,	required topics	or other topics	sources	required topics	
Self-Assessment	0	1	2	3	4	5	
0–5 points	Not included	Missing analysis of learning	g Covers areas of self	- Adequately	Examined personal	Examined personal	
•		or thinking styles,	assessment with	addresses all areas	•	interests in detail, clearly	
		personality traits analysis,	limited information		•	states career value, and	
		and no career value stated	l and detail	or sen assessment	and analyzed styles	analyzed styles	
Lesson/Workshop	0	1	2	3	A	5	
Plan: Planning	Shows no		Plan includes an	Plan includes an	Plan includes an	Plan includes an objective	
0–5 points	evidence of		objective and shows	objective, uses	objective and	and varied teaching	
o o pointo	advance planning		an adequate	predictable teaching	predictable teaching	methods, shows	
	Pidiiiiil		understanding of the	methods, and shows	methods, shows	understanding of the	
			audience	understanding of the	understanding of	audience, and completely	
				audience	audience, and indicates	connects the lesson to	
					a connection to	curriculum, describes	
					curriculum	desired outcomes	
Lesson/ Workshop	0	1	2	3	4	5	
Plan: Organization	Shows no	Plan does not include	Plan includes an	Plan includes a solid	Plan follows a logical	Plan includes a creative,	
0–5 points	organization	an introduction and/or	adequate	introduction and	organization with a	attention getting	
		conclusion and content	introduction and	conclusion, but the	creative and effective	introduction, excellently	
			conclusion with	content is somewhat	introduction and	placed content and	
			unorganized content	unorganized. Includes	conclusion. Includes an	activities, and a solid,	
				some effort to	effective use of	effective conclusion.	
				include technology	technology	Shows superb effort to	
						maintain audience	
						attention and produce a	
						high level of learning. Includes an effective use	
						of technology	
Lesson/ Workshop	0	1	2	3	4	5	
Plan: <b>Activity</b>	No activity		Activity plans include	Activity plans include	Activity plans include	Activity plans include	
0–5 points	included		some logistical and	adequate logistical	excellent logistical and	logistical information and	
o o pointo	iliciaaca		resource information.	and resource	resource information.	an extensive list of	
			The activity is not	information. Activity	The activity(s) is	resources. Activity(s) is	
			,	is interesting	interesting and	creative, interesting and	
			tie to the		beneficial to most	enhances the quality of	
			lesson/workshop well		audience members	the lesson. All audience	
		lesson/workshop				members would benefit	
		· 				from the activity	
Lesson/ Workshop	0	1	2	3	4	5	
Plan:	No follow up	Outcomes are	Outcomes are	Outcomes are	Outcomes are	Outcomes are	
Follow Up	was done	inadequately stated.	inadequately	measurable and	measurable,	measurable, complete	
0–5 points		' '	stated. An	complete. A single	complete and	and thoughtfully done.	
•			evaluation method	evaluation method	thoughtfully done.	Multiple evaluation	
		,	was used, but	was used and		methods were used and	
					Multiple evaluation		
		•	results are not	results are	methods were used	results explained well.	
			presented	explained	and results are	Plans to improve the	
					explained well	lesson/workshop are	
						included	
Evidence of Prior	0	1	2	3	4	5	
Presentation	No prior	Participation	Minimal evidence	Extensive evidence	Extensive evidence of	Extensive evidence of	
0–5 points	presentation	indicates that the	of prior	of prior	prior presentation of	prior presentation of the	
•	done		presentation of the	presentation of the	the lesson/workshop	lesson/workshop plan.	
		plan was presented	lesson/workshop	lesson/workshop	plan. Some outcomes	Outcomes are listed and	
		but shows no	plan	plan	are listed	methods of	
		evidence of the prior	μιατι	μιατι	are listed	improvement are	
		•				•	
		presentation				indicated	

# Teach and Train—Level 2, Level 3 and Level 4 Rubric (continued)

**Points** 

Shadowing Experience 0-4 points	0 No shadowing experience done	Shadowing experience was don with a best practice educator		t tor but is	Shadowing with a best educator is documente	practices d	oractices ed extensively.	4 experience with a best flucator is documented Participant indicates the e experience on their	
Evidence of Technology Used 0-4 points	O No technology used in lesson/workshop planning or execution	1 Technology used to develop or execute lesson/workshop no explained	develop or exec	cute op but not	Technology techniques develop or lesson/work explained	and used to execute	Technolog execute le explained	y used to develop or sson/workshop was thoroughly and materials eloped to document	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not not reliable for		<b>2</b> e resources b ee style sheet		reliable r	<b>3</b> e list of current and esources, in MLA or APA estyle sheet)	
Appearance 0–3 points	<b>0</b> Portfolio is illegible and unorganized	grammatic	1 neat, but may contain al or spelling errors nized poorly	profess	<b>2</b> o is neat, legional, with coar and spellin	orrect	grammar	3 ible, professional, correct and spelling used with organization of ion	
ORAL PRESENT	ΔΤΙΟΝ								
Organization/ Delivery 0 – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	comple informa	ration gives te ation but ot explain the	7 Presentati informatic completel not flow w	n y but does	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Selected Career 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Knowledge career is evi not shared in presentatio	of selected ident but in	Knowledge of career is evide shared at time presentation	ent and	5 Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework		<b>3</b> dge of career coursework shared	Knowledg		5 Knowledge of career and FCS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	incorpo	nout		tively it	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Body Language/ Clothing Choice/Voice 0-3 points	Uses inappropriate gest posture or mannerisms, contact/inappropriate c voice qualities not effec	avoids eye and eye co lothing, clothing is	1 posture, mannerisms ntact is inconsistent/ appropriate, voice dequate	eye cor	<b>2</b> es, posture, matact, and clost riate, voice q		eye conta enhance	3 , posture, mannerisms, act, and clothing presentation, voice outstanding	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5) g and pronunciation errors		-		<b>2</b> 2) grammation ciation errors			3 tion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	Responded to all questions but without ease or accuracy	Respon adequa questio	tely to all	Gave appr responses evaluators questions	to	5 Responses to questions were appropriate and given without hesitation	
	ents – include two t	_	Evalua Evalua	tor # tor Initial				TOTAL	



# Career Exploration and Self-Assessment Summary Page Instructions

Career Exploration and Self-Assessment summary should not exceed 3 pages in length or 5 slides. Use this outline with these headings, in this order, when preparing Career Exploration and Self-Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

#### **CAREER EXPLORATION (2 pages maximum):**

- 1. What education path and qualifications are necessary for a career in the education/training field in which you are interested?
- 2. Please list a sample job description for your ideal education/training career.
- 3. What skills are needed for this career?
- 4. What is the current and future job outlook for this career?
- 5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?
- 6. What are the entry-level positions and opportunities for professional advancements in this career field?

#### **SELF ASSESSMENT (1 page maximum):**

- 1. Why are you personally interested in this career?
- 2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?
- 3. Describe what appeals to you about a career in education or training?
- 4. What other aspects of your self-assessment have you considered?



# Shadowing Reflection Summary Instructions Levels 2, 3 and 4

Write a reflection on the shadowing experience of a *best practices* teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 3 pages in length or 5 slides. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.

#### II. Observations:

- 1. What observations did you make about room management techniques?
- 2. What observations did you make about the content/curriculum being taught?
- 3. How did the teacher or trainer manage the lesson?
- 4. What evidence did you see of planning?
- 5. Discuss with the teacher/ trainer the following.
  - The school's or organization's mission statement
  - The curriculum standards or guidelines.
  - The career of teaching/ training.
  - Maintaining a professional motivation for the career.
  - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
  - Why did they choose the presentation strategies methods that were used?
  - How did they choose the activities?
  - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
- 6. Include other applicable observations.



# Lesson/Workshop Plan

Use this template, in the order given, when preparing lesson/workshop plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:	
Grade Level:	
Timeframe:	
FCCLA National	Program(s) Integration (if applicable):
ECCLA Composit	ive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge
•	ition (if applicable):
Learning Object	ives:
National Family	and Consumer Sciences Standards (or others as appropriate):
Career Readines	s Practices (Select all that apply):
	Act as a responsible and contributing citizen and employee
	Apply appropriate academic and technical skills
	Attend to personal health and financial well-being
	Communicate clearly and effectively and with reason
	Consider the environmental, social and economic impacts of decisions
	Demonstrate creativity and innovation
	Employ valid and reliable research strategies
	Utilize critical thinking to make sense of problems and persevere in solving them
	Model integrity, ethical leadership and effective management
	Plan education and career paths aligned to personal goals
	Use technology to enhance productivity
	Work productively in teams while using cultural global competence

FCCLA Lesson Plan Template, continued

Materials Needed:	
Instructional Strategies:	
Activity 1:	
Activity 1 Timeframe:	
Activity 1 Materials Needed:	
Directions:	
Activity 2:	
Activity 2 Timeframe:	
Activity 2 Materials:	
Directions:	
Activity 3:	
Activity 3 Timeframe:	
Activity 3 Materials Needed:	
Directions:	

<b>Assessment</b> (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):
Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):
Care resources (ext graphic organizer) namadats) i owen one presentation, etc.)
Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):
Additional Notes:
Additional Notes.



# Additional Resources

- FCCLA...The Handbook to Ultimate Leadership
- FCCLA Information Sheet
- Teen Times
- FCCLA national website (www.fcclainc.org)
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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# **Competitive Events Glossary**

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

**Audience**—A group of listeners, or readers of a work, program, or performance.

**Audio equipment**—Equipment used for the broadcasting of sound

**Audiovisual equipment**—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models professional qualities, continued professional development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant content to create a classroom that is student focused. The educator should be recognized by peers for excellence and be fully certified in his/her field.

**Bibliography**—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

**Career-Related Education**—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

**Community**—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

**Content**—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a content section.

**Content pages**—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

**Costume**—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

**Creative thinking**—The ability to generate new ideas.

**Critical thinking**—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

**Current**—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

**Digital Story**—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

**Dimensions**—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

**Display**—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

**Educational Enhancement Opportunity**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *career* area.

**Electronic Portfolio**—An *electronic portfolio*, also known as a **digital portfolio**, is a collection of electronic evidence assembled and managed by a user. Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, multimedia, blog entries, and hyperlinks.

**Employment**—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

**Fabric Care**—Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics**—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

**Fiber Content**—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

**Flip chart**—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

**Focus Group**—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

**Graphic**—A picture, border, map, graphic font, or graph used for illustration or demonstration.

**Hardcopy**—Readable printed copy of the output of a machine, such as a computer.

**In-depth service project**—A detailed project that addresses one specific interest, concern, or need.

**Individual event**—An event completed by one person.

**Lesson plan**—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

**Mannequin**—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

**Model**—A 3-D object which represents, in detail, the intent of a final version of a product.

**National programs**—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

**Peer**—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

**Peer education**—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

**Photo Album**—A collection of photographs, either presented in a digital or printed format.

**Plain paper**—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

**Planning Process**—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

**Pointer**—See *prop*. Laser *pointers* are not allowed.

**Portfolio**—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

**Postconsumer Item**—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

**Presentation equipment** – Equipment using sight and/or sound to present information. See also audiovisual equipment.

**Problem solving**—The ability to recognize problems and devise and implement plans of action to solve the problems.

**Professional**—Worthy of the high standards of a profession.

**Project identification page**—A page at the front of a document or *display* containing headings specifically called for by event rules.

**Prop**—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

**Prototype Formula**—The ingredients, their quantities, and the process directions used to produce a food item.

**Public Policy** – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

**Reliable**—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

**Resources**—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

**School relationships**—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: http://www.nkba.com/guidelines/kitchen.aspx.

**Skit**—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

**Sound business practices**—Practices that are *comprehensive*, ethical, realistic, and profitable.

**Team**—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

**Team event**—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

**Technology**—A method, system, or process for handling a specific, technical problem.

**Presentation equipment**—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

**Visuals**—Posters, charts, slides, presentation software, etc., which include *content*. Visuals should not replace required content within a portfolio.



# Family, Career and Community Leaders of America®

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