



2021-2022 STAR Events Guidelines

**COMPETITIVE
EVENTS**





Contents

| | | | |
|---|-----|---|-----|
| <i>STAR Events</i> | 6 | <i>Focus on Children</i> | 157 |
| <i>STAR Event Information and Entries Per State</i> | 7 | <i>Food Innovations</i> | 163 |
| <i>Policies</i> | 9 | <i>Hospitality, Tourism, and Recreation</i> | 176 |
| <i>Checklist for the Adviser</i> | 15 | <i>Instructional Video Design</i> | 185 |
| <i>Intra-curricular Opportunities</i> | 15 | <i>Interior Design</i> | 196 |
| <i>Checklist for Participants</i> | 16 | <i>Interpersonal Communications</i> | 202 |
| <i>STAR Events Dates to Remember</i> | 19 | <i>Job Interview</i> | 209 |
| <i>Specific Information for State Advisers</i> | 20 | <i>Leadership</i> | 215 |
| <i>Baking and Pastry</i> | 25 | <i>National Programs in Action</i> | 223 |
| <i>Career Investigation</i> | 33 | <i>Nutrition and Wellness</i> | 229 |
| <i>Chapter in Review Display</i> | 44 | <i>Parliamentary Procedure</i> | 241 |
| <i>Chapter in Review Portfolio</i> | 50 | <i>Professional Presentation</i> | 250 |
| <i>Chapter Service Project Display</i> | 56 | <i>Promote and Publicize FCCLA!</i> | 260 |
| <i>Chapter Service Project Portfolio</i> | 62 | <i>Public Policy Advocate</i> | 267 |
| <i>Culinary Arts</i> | 69 | <i>Repurpose and Redesign</i> | 279 |
| <i>Culinary Math Management</i> | 81 | <i>Say Yes to FCS Education</i> | 292 |
| <i>Digital Stories for Change</i> | 87 | <i>Sports Nutrition</i> | 307 |
| <i>Early Childhood Education</i> | 97 | <i>Sustainability Challenge</i> | 318 |
| <i>Entrepreneurship</i> | 106 | <i>Teach and Train</i> | 330 |
| <i>Event Management</i> | 118 | <i>Additional Resources</i> | 344 |
| <i>Fashion Construction</i> | 133 | <i>Competitive Events Glossary</i> | 345 |
| <i>Fashion Design</i> | 141 | | |
| <i>FCCLA Chapter Website</i> | 148 | | |



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®
1910 Association Drive | Reston, VA 20191-1584 www.fcclainc.org
competitiveevents@fcclainc.org

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

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 educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

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

VISUAL ARTS AND DESIGN

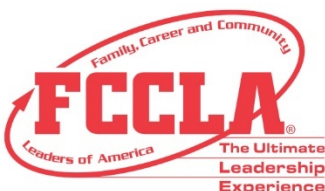
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

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

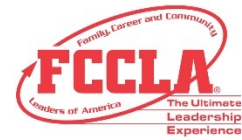
REAL WORLD SKILLS

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.

| | 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 | • | | • | | • | • | | • |
| 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 | | • | | • | | | | • |

*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 fclclainc.org or email us at competitiveevents@fclclainc.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.

| Foundational Events | | | |
|--|------------------------------|---------------------------------|-----------------------------------|
| <i>Events which build basic leadership and life skills for members who want to get involved and improve upon themselves.</i> | | | |
| Career Investigation | Entrepreneurship | Focus on Children | Interpersonal Communications |
| Job Interview | Leadership | Nutrition and Wellness | Parliamentary Procedure |
| Professional Presentation | Repurpose and Redesign | Sustainability Challenge | |
| Leadership Events | | | |
| <i>Events which provide opportunities for leaders to gain recognition for their work in chapters. Event content is designed to be a chapter project lead by the team who takes it to competition.</i> | | | |
| Chapter in Review Display | Chapter in Review Portfolio | Chapter Service Project Display | Chapter Service Project Portfolio |
| National Programs in Action | Promote and Publicize FCCLA! | Public Policy Advocate | |
| Career Focused Events | | | |
| <i>Events for members exploring a specific career area. Most events are for Level 2 and Level 3 participants who have spent time building career specific skills and knowledge, but a few events are open to Level 1 participants who want to explore a specific career path.</i> | | | |
| Baking and Pastry | Culinary Arts | Culinary Math Management | Early Childhood Education |
| Event Management | Fashion Construction | Fashion Design | Food Innovations |
| Hospitality, Tourism, and Recreation | Interior Design | Say Yes to FCS Education | Sports Nutrition |
| Teach and Train | | | |
| Online Events | | | |
| <i>Events which have a focus on the integration of family and consumer sciences content through a digital delivery. Preliminary Round participants submit projects for online evaluation. The top 15 highest scoring entries in each level are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.</i> | | | |
| FCCLA Chapter Website | | Digital Stories for Change | |
| Instructional Video Design | | | |

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, Tourism, and Recreation | | | |
| Level 3 | 2 | ■ | | Level 2 | 2 | ■ | or ■ |
| Chapter in Review Display | | | | Level 3 | 2 | ■ | or ■ |
| Level 1 | 2 | | ■ | Interior Design | | | |
| Level 2 | 2 | | ■ | Level 2 | 2 | ■ | or ■ |
| Level 3 | 2 | | ■ | Level 3 | 2 | ■ | or ■ |
| Chapter In Review Portfolio | | | | Interpersonal Communications | | | |
| Level 1 | 2 | | ■ | Level 1 | 2 | ■ | or ■ |
| Level 2 | 2 | | ■ | Level 2 | 2 | ■ | or ■ |
| Level 3 | 2 | | ■ | Level 3 | 2 | ■ | or ■ |
| Chapter Service Project Display | | | | Job Interview | | | |
| Level 1 | 2 | | ■ | Level 2 | 2 | ■ | |
| Level 2 | 2 | | ■ | Level 3 | 2 | ■ | |
| Level 3 | 2 | | ■ | Leadership | | | |
| Chapter Service Project 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 Management | | | | Nutrition and Wellness | | | |
| Level 3 | 2 | ■ | or ■ | Level 1 | 2 | ■ | or ■ |
| Early Childhood Education | | | | Level 2 | 2 | ■ | or ■ |
| Level 3 | 2 | ■ | | Level 3 | 2 | ■ | or ■ |
| Entrepreneurship | | | | Parliamentary Procedure | | | |
| Level 1 | 2 | ■ | or ■ | Level 1 | 2 | | ■ |
| Level 2 | 2 | ■ | or ■ | Level 2 | 2 | | ■ |
| Level 3 | 2 | ■ | or ■ | Level 3 | 2 | | ■ |
| Event Management | | | | Professional Presentation | | | |
| Level 1 | 2 | ■ | or ■ | Level 1 | 2 | ■ | or ■ |
| Level 2 | 2 | ■ | or ■ | Level 2 | 2 | ■ | or ■ |
| Level 3 | 2 | ■ | or ■ | Level 3 | 2 | ■ | or ■ |
| Fashion Construction | | | | Promote and Publicize FCCLA! | | | |
| Level 2 | 2 | ■ | | Level 1 | 2 | ■ | or ■ |
| Level 3 | 2 | ■ | | Level 2 | 2 | ■ | or ■ |
| Fashion Design | | | | Level 3 | 2 | ■ | or ■ |
| Level 2 | 2 | ■ | or ■ | Public Policy Advocate | | | |
| Level 3 | 2 | ■ | or ■ | Level 1 | 2 | ■ | or ■ |
| Focus on Children | | | | Level 2 | 2 | ■ | or ■ |
| Level 1 | 2 | ■ | or ■ | Level 3 | 2 | ■ | or ■ |
| Level 2 | 2 | ■ | or ■ | Repurpose and Redesign | | | |
| Level 3 | 2 | ■ | or ■ | Level 1 | 2 | ■ | or ■ |
| | | | | Level 2 | 2 | ■ | or ■ |
| | | | | Level 3 | 2 | ■ | or ■ |

Event Information (continued)

| Event | Entries per State | Individual Event | | Team Event | Event | Entries per State | Individual Event | | Team Event |
|---------------------------------|-------------------|------------------|----|------------|---------------------------------|-------------------|------------------|----|------------|
| Say Yes to FCS Education | | | | | Sustainability Challenge | | | | |
| Level 2 | 2 | ■ | | | Level 1 | 2 | ■ | or | ■ |
| Level 3 | 2 | ■ | | | Level 2 | 2 | ■ | or | ■ |
| Sports Nutrition | | | | | Teach and Train | | | | |
| Level 1 | 2 | ■ | or | ■ | Level 1 | 2 | ■ | | |
| Level 2 | 2 | ■ | or | ■ | Level 2 | 2 | ■ | | |
| Level 3 | 2 | ■ | or | ■ | 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 Website | | | | |
| Level 1 | 2 | ■ | or | ■ | Levels 1, 2 or 3 | 1 | ■ | or | ■ |
| Level 2 | 2 | ■ | or | ■ | (chapters may only choose one level for competition) | | | | |
| Level 3 | 2 | ■ | or | ■ | | | | | |
| Instructional Video 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 through grade 8 | FCCLA chapter members in grades 9-10 | FCCLA chapter members in grades 11-12 | Postsecondary Members (grade 13 +) |

- A team composed of members of mixed grade levels (through grade 12) must enter at the level of the highest 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 competitiveevents@fclclainc.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 not 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

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.

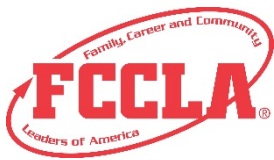
- 1. Distribute information about STAR Events to your members and encourage them to access Competitive Events resources on the FCCLA Student Portal.
- 2. Be sure members have access to:
 - Policies, Eligibility and General Rules for ALL levels of competition
 - Checklist for Participants
 - STAR Events templates found online at www.fcclainc.org (through November 1) and also in the FCCLA Student Portal
 - Pages for their event
 - Glossary
- 3. To avoid disqualification, make sure students are eligible for the event they have chosen.
- 4. Ensure that students' state and **national** dues have been paid by deadline dates. Students must be nationally affiliated.
- 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

- 1. Ensure that your chapter, state, and national dues are paid by the deadline dates.
- 2. Choose an event.
- 3. Read through the guidelines and rules carefully.
- 4. Check Policies, Eligibility and General Rules in addition to your event Guidelines.
- 5. Obtain current STAR Events *resources* (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.
- 6. Complete all parts of the project (Oral Presentation, *Portfolio*, *Display*, etc.).
- 7. Be sure to read the glossary for more clarification of *italicized* words.
- 8. Look over your event's rubric and Point Summary Form, and double check that you have covered all required elements.
- 9. Go through all rules again with your adviser, to make sure you have completed everything that is required correctly.
- 10. Practice going through your STAR Event many times to assure precision and quality. Have someone critique your materials and your performance, and consider incorporating their suggestions.



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.



A blank FCCLA Planning Process template may be downloaded from the national website or the FCCLA Adviser Portal or Student Portal. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



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 1st, 2nd, or 3rd 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 (in-person 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 (★). If those scores are tied, the second tie breaker will be used (★★), followed by the third tie breaker (★★★), 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 ★★ Safety ★★★ Sanitation | ★ Career Planning ★★ Evidence of Career Research ★★★ Self Assessment |
| CHAPTER IN REVIEW DISPLAY AND PORTFOLIO | CHAPTER SERVICE PROJECT DISPLAY AND PORTFOLIO |
| ★ Leadership activities ★★ State and national programs ★★★ Public relations efforts | ★ Project impact ★★ Addresses a specific need ★★★ Increase awareness/public relations |
| CULINARY ARTS | CULINARY MATH MANAGEMENT |
| ★ Time Efficiency ★★ Safety ★★★ Sanitation | ★ Visuals: effectively illustrate content ★★ Oral presentation; knowledge of subject matter ★★★ Point Summary Form: average team score on test |
| DIGITAL STORIES FOR CHANGE | EARLY CHILDHOOD EDUCATION |
| ★ Project Summary ★★ Creativity and Design ★★★ Technical Quality Images or Video | ★ Evidence of developmental knowledge ★★ Lesson plans ★★★ Activity planning form: setting, supplies, activity |
| ENTREPRENEURSHIP | EVENT MANAGEMENT |
| ★ Business description ★★ Organizational chart ★★★ Budget | ★ Planning and Implementation Timeline ★★ Projected Budget and Options ★★★ Oral presentation – Knowledge of Event Planning and Management |
| FASHION CONSTRUCTION | FASHION DESIGN |
| ★ Knowledge of construction ★★ Display ★★★ Selected skill area (overall score) | ★ Collection design ★★ Career path ★★★ Fabric profiles |
| FCCLA CHAPTER WEBSITE | FOCUS ON CHILDREN |
| ★ Promotion of FCS and FCCLA ★★ Membership Information ★★★ Program of Work | ★ Applies child development concepts ★★ Impacts children and community positively ★★★ Addresses a specific need |
| FOOD INNOVATIONS | HOSPITALITY, TOURISM, AND RECREATION |
| ★ Original prototype formula(s) ★★ Nutrition information ★★★ Product testing method | ★ Background research ★★ Customer service strategy ★★★ Business web site: client services and knowledge of respective focus area |
| INSTRUCTIONAL VIDEO DESIGN | INTERIOR DESIGN |
| ★ Video Design Worksheet ★★ Content ★★★ Technical Quality | ★ Originality of design ★★ Scaled room floor plan ★★★ Use of display boards during presentation |
| INTERPERSONAL COMMUNICATIONS | JOB INTERVIEW |
| ★ Case study response: knowledge of communication techniques ★★ Oral presentation – Impact on interpersonal communications ★★★ Oral presentation – Use of appropriate techniques | ★ Career Related Education ★★ Educational Enhancement Opportunities ★★★ Business Communication |

| | |
|---|---|
| <p style="text-align: center;">LEADERSHIP</p> <ul style="list-style-type: none"> ★ Leadership Profile & Employability Skills Checklist ★★ Leadership inventory summary ★★★ Leadership reflection | <p style="text-align: center;">NATIONAL PROGRAMS IN ACTION</p> <ul style="list-style-type: none"> ★ Identify concerns: knowledge of the national program ★★ Act: action taken on plan ★★★ Form a plan: organization |
| <p style="text-align: center;">NUTRITION AND WELLNESS</p> <ul style="list-style-type: none"> ★ Nutrition and wellness research ★★ Knowledge of subject matter ★★★ Nutrition and wellness goals | <p style="text-align: center;">PARLIAMENTARY PROCEDURE</p> <ul style="list-style-type: none"> ★ Proper use of parliamentary law ★★ Demonstration time and quality ★★★ Team participation |
| <p style="text-align: center;">PROFESSIONAL PRESENTATION</p> <ul style="list-style-type: none"> ★ Creativity of visuals ★★ Use of visuals ★★★ Oral presentation – Knowledge of subject matter | <p style="text-align: center;">PROMOTE AND PUBLICIZE FCCLA</p> <ul style="list-style-type: none"> ★ Promotion plan description ★★ Evidence of research ★★★ Evidence of campaign |
| <p style="text-align: center;">PUBLIC POLICY ADVOCATE</p> <ul style="list-style-type: none"> ★ Issue research ★★ Methods of Action ★★★ Results of Advocacy | <p style="text-align: center;">REPURPOSE AND REDESIGN</p> <ul style="list-style-type: none"> ★ Repurpose and redesign skills – Overall quality of workmanship ★★ Display ★★★ Repurpose and redesign skills – Selected skill areas (overall score) |
| <p style="text-align: center;">SAY YES TO FCS EDUCATION</p> <ul style="list-style-type: none"> ★ FCS Education Research Summary ★★ Classroom Observation Summary ★★★ FCCLA Integration Plan | <p style="text-align: center;">SPORTS NUTRITION</p> <ul style="list-style-type: none"> ★ Nutritional evaluation ★★ Sport and training summary pages ★★★ Nutrition and hydration plan |
| <p style="text-align: center;">SUSTAINABILITY CHALLENGE</p> <ul style="list-style-type: none"> ★ Creativity and multiplication of project ★★ Knowledge of the relationship of environmental concern to participants’ home, school, and/or community ★★★ Scope of educational presentation | <p style="text-align: center;">TEACH AND TRAIN</p> <ul style="list-style-type: none"> ★ Career exploration ★★ Evidence of technology used ★★★ Lesson/workshop plan: organization |

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



Baking and Pastry



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

1. 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.

3. 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.

| 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 | 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 ELEMENTS 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:

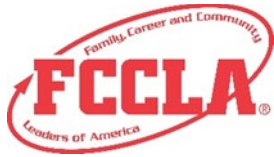
| | |
|-----------------------|---|
| Safety and Sanitation | Workstation is kept neat, clean and organized in a safe and sanitary manner. Hand washing is done frequently. Food contact surfaces are cleaned and sanitized frequently. Proper demonstration of equipment use and safety according to industry 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 all 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

Rubric

Name(s) of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| SAFETY AND SANITATION | | | | | Points |
|--|---|--|--|---|----------|
| Safety 0-3 points | 0 | 1 | 2 | 3 | |
| | Station is disorganized, safety is disregarded | Station is lacking neatness and organization, questionable equipment safety | Station is very neat and organized; all equipment is handled safely and properly. Internal temperature correct and taken at center | | |
| Sanitation 0-3 points | 0 | 1 | 2 | 3 | |
| | Disregards safety and created unsafe and unsanitary conditions | Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing | Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing | | |
| FOOD PRODUCTION | | | | | |
| Equipment, Tools & Techniques 0-2 points | 0 | 1 | 2 | | |
| | Selection and usage of tools/equipment lacks understanding and demonstration of skills | Selects and uses all tools/equipment correctly and safely following industry techniques, including use of scales for measuring | | | |
| Mise en Place 0-2 points | 0 | 1 | 2 | | |
| | Mise en place is poorly executed and displays unacceptable organizational skills | Mise en place is well executed and displays excellent organizational skills | | | |
| QUICK BREAD | | | | | |
| Appearance 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 crust, shape is visually appealing | Exceptional color and doneness, with proper crust and crumb, visually appealing | |
| Consistency 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 Techniques 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 PASTRY | | | | | |
| Appearance 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 Techniques 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | 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 0-5 points | 0 | 1-2 | 3 | 4 | 5 |
| | Taste is bland, flavorless or bitter. Soggy interior. | Items are lacking taste, failed to rise and/or collapsed | Well balanced flavor and texture | Flavor and texture meets or exceeds industry expectations | |

Baking and Pastry Rubrics (continued)

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

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

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



Career Investigation



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

1. 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 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 | 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 |
| | | ■ | | | ■ | | | * | |

* 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. | |
| 10 minutes | The participant will have 5 minutes to set up any additional items for the event. Other persons may not assist. 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.

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|-------------------------------|---|--|---------|---------|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, with no <i>graphics</i> 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>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> . | | |
| 0-7 | <i>Content Divider Pages</i> or Sections | Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . | | |

Career Investigation Specifications (continued)

| SPECIFICATIONS | 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. | |
| | 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. | |
| | Experiences with Business, Industry, Agencies, and Organizations | Document research of a specific business, industry, agency, organization <u>or</u> 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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct 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 <i>current</i> 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. | 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 and/or standards to selected career. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections. |
| Use of <i>Portfolio</i> | Use <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 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. | | |



CAREER INVESTIGATION

Rubric Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | |
|---|--|---|---|---|--|---|--|
| 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 | |
| Self-Assessment 0–10 points | 0 Not included | 1 2 Vaguely referred to but incomplete evidence | 3 4 Some evidence of self-assessment | 5 6 7 Explained somewhat, but not documented sources of self-assessment | 8 9 10 Documented resources used for self-assessment | | |
| Evidence of Career Research 0–10 points | 0 Not explained | 1 2 Some research done but incomplete information | 3 4 Research is current but from unreliable sources | 5 6 7 Research is current but only partially addresses required components | 8 9 10 Research is current, appropriate for topic; from reliable sources, and includes all required components | | |
| Experiences with Business, Industry, Agencies, and Organizations 0–5 points | 0 No samples provided | 1 Limited samples are provided | 2 Limited research or experiences were undertaken | 3 Few experiences explained or limited research listed | 4 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 samples of FCS or academic 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 | 0 No career goal stated | 1 Briefly explained career goal(s) | 2 States career goal(s) but no plan for achieving goal(s) | 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 | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Career Investigation Rubric Level 1 (continued)

| ORAL PRESENTATION | | | | | | | | |
|--|---|--|--|---|--|---|---|---|
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 Presentation covers information completely but does not flow well | 7 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Selected Career 0-5 points | 0 Little evidence of career knowledge | 1 Minimal evidence of career knowledge | 2 Some evidence of career knowledge | 3 Knowledge of career is evident but not effectively used in presentation | 4 Knowledge of career is evident and shared at times in the presentation | 5 Knowledge of career is evident and incorporated throughout the presentation | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between career and FCS | 1 Minimal evidence of career knowledge and FCS coursework relationship | 2 Some knowledge of relationship of career and FCS coursework | 3 Knowledge of career and FCS coursework but not shared | 4 Knowledge of career and relationship to FCS is evident and shared | 5 Knowledge of career and FCS relationship is evident and explained well | | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



CAREER INVESTIGATION Rubric Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | |
|---|--|---|---|---|--|---|--|
| 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 | |
| Self-Assessment 0–10 points | 0 Not included | 1 2 Vaguely referred to but incomplete evidence | 3 4 Some evidence of self-assessment | 5 6 7 Explained somewhat, but not documented sources of self-assessment, includes most required components | 8 9 10 Documented resources used for self-assessment and includes all required components | | |
| Evidence of Career Research 0–10 points | 0 Not explained | 1 2 Some research done but incomplete information | 3 4 Research is current but from unreliable sources | 5 6 7 Research is current but only partially addresses required components | 8 9 10 Research is current, appropriate for topic; from reliable sources, and includes all required components | | |
| Experiences with Business, Industry, Agencies, and Organizations 0–5 points | 0 No samples provided | 1 Limited samples are provided | 2 Limited experiences were undertaken | 3 Few experiences explained; little variety of experiences | 4 Good variety of experiences and of value to the career choice selected | 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 samples of FCS or academic 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 | 0 No career goal stated | 1 Briefly explained career goal(s) | 2 States career goal(s) but no plan for achieving goal(s) | 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 | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Career Investigation Rubric Level 2 (continued)

| ORAL PRESENTATION | | | | | | | |
|--|---|---|--|---|--|---|---|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Selected Career 0-5 points | 0 Little evidence of career knowledge | 1 Minimal evidence of career knowledge | 2 Some evidence of career knowledge | 3 Knowledge of career is evident but not effectively used in presentation | 4 Knowledge of career is evident and shared at times in the presentation | 5 Knowledge of career is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between career and FCS | 1 Minimal evidence of career knowledge and FCS coursework relationship | 2 Some knowledge of relationship of career and FCS coursework | 3 Knowledge of career and FCS coursework but not shared | 4 Knowledge of career and relationship to FCS is evident, shared and national program identified | 5 Knowledge of career and FCS relationship is evident, national program identified, and both explained well | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



CAREER INVESTIGATION Rubric Level 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | |
|---|--|---|---|---|---|---|--|
| 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 | |
| Self-Assessment 0–10 points | 0 Not included | 1 Vaguely referred to but incomplete evidence | 2 Some evidence of self-assessment | 3 Documented resources used for self-assessment and includes all required components | 4 Documented resources used for self-assessment and includes all required components. Describes role of assessment in career choice | 5 6 7 8 9 10 | |
| Evidence of Career Research 0–10 points | 0 Not explained | 1 Some research done but incomplete information | 2 Research is current but from unreliable sources | 3 Research is current but only partially addresses required components | 4 Research is current, appropriate for topic; from reliable sources, and includes all required components | 5 6 7 8 9 10 | |
| Experiences with Business, Industry, Agencies, and Organizations 0–5 points | 0 No samples provided | 1 Limited samples are provided | 2 Limited experiences were undertaken | 3 Few experiences explained; little variety of experiences | 4 Good variety of experiences and of value to the career choice selected | 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 Limited number of samples provided | 2 Limited samples of FCS or academic coursework | 3 Samples of FCS and academic coursework are provided | 4 Explanation and documented evidence of how school work will be used be in selected career | 5 6 7 8 9 10 | |
| Career Planning 0–5 points | 0 No career goal stated | 1 Briefly explained career goal(s) | 2 States career goal(s) but no plan for achieving goal(s) | 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 | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Career Investigation Rubric Level 3 and 4 (continued)

| ORAL PRESENTATION | | | | | | | | | | | | | |
|--|----------|---|----------|---|----------|--|----------|---|----------|---|----------|---|--|
| Organization/ Delivery 0 – 10 points | 0 | Presentation is not done or presented briefly and does not cover components of the project | 1 | Presentation covers some topic elements | 2 | Presentation covers all topic elements but with minimal information | 3 | Presentation gives complete information but does not explain the project well | 4 | Presentation covers information completely but does not flow well | 5 | Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Selected Career 0-5 points | 0 | Little evidence of career knowledge | 1 | Minimal evidence of career knowledge | 2 | Some evidence of career knowledge | 3 | Knowledge of career is evident but not effectively used in presentation | 4 | Knowledge of career is evident and shared at times in the presentation | 5 | Knowledge of career is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 | No evidence of relationship between career and FCS | 1 | Minimal evidence of career knowledge and FCS coursework relationship | 2 | Some knowledge of relationship of career and FCS coursework | 3 | Knowledge of career and FCS coursework but not shared | 4 | Knowledge of career and relationship to FCS is evident, shared and national program identified. FCS career pathway identified | 5 | Knowledge of career and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | |
| Use of Portfolio during Presentation 0-5 points | 0 | Portfolio not used during presentation | 1 | Portfolio used to limit amount of speaking time | 2 | Portfolio used minimally during presentation | 3 | Portfolio incorporated throughout presentation | 4 | Portfolio used effectively throughout presentation | 5 | Presentation moves seamlessly between oral presentation and portfolio | |
| Voice – pitch, tempo, volume 0-3 points | 0 | Voice qualities not used effectively | 1 | Voice quality is adequate | 2 | Voice quality is good, but could improve | 3 | Voice quality is outstanding and pleasing | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 | Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 | 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 | 0 | Extensive (more than 5) grammatical and pronunciation errors | 1 | 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 | 0 | 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 | 4 | Gave appropriate responses to evaluators' questions | 5 | 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



Chapter in Review Display



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

1. 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. 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 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 |

| 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.

| | |
|--|--|
| <i>Project Identification Page</i> | 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 |  |
| Membership <i>Campaigns</i> | 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 <i>community</i> . |
| Chapter Resource Development | Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts. |
| Chapter Budget |  |
| State and <i>National Programs</i> | Complete project activities related to state and <i>national programs</i> . |
| 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 | <i>Display</i> should be neat, legible, <i>professional</i> , 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. |



CHAPTER IN REVIEW DISPLAY Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Membership Campaigns 0-5 points | 0 Not evident | 1 1 or no campaign shown | 2 Campaigns described | 3 Campaigns described | 4 Campaigns are creative, thorough and successful | 5 Campaigns are creative, thorough and successful | |
| Meetings 0-3 points | 0 No evidence shown | 1 Meetings held/attended | 2 Meetings scheduled but attendance not indicated | 3 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | 4 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | 5 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | |
| Recognition Activities 0-3 points | 0 Not evident | 1 Limited or no activities shown | 2 Recognition activities are held appropriately | 3 Recognition activities are held appropriately | 4 Recognition activities are creative and built into each event, multiple strategies | 5 Recognition activities are creative and built into each event, multiple strategies | |
| Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points | 0 No activities listed | 1 Members participate in 1 of the 4 areas identified | 2 Members participate in 2 of the 4 areas identified | 3 Members participate in 3 of the 4 areas identified | 4 Members participate in each of the 4 areas identified | 5 Members participate 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 | 0 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 | 0 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 | 4 Budget is detailed | 5 Budget is detailed and follows generally accepted accounting procedures | |
| State and National Programs 0-5 points | 0 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 5 or more activities shows with effective results | |
| Public Relations Efforts 0-5 points | 0 No evidence | 1 1 activity shown | 2 2 or more activities shown | 3 2 or more activities shown | 4 3 or more creative and effective activities with a variety of methods including technology | 5 3 or more creative and effective activities with a variety of methods including technology | |
| Display 0-5 points | 0 Display not used during presentation | 1 Display has many errors and is not aesthetically pleasing | 2 Display has minimal appeal | 3 Display has good word, color, and design choices | 4 Display is creative, has good word, color, and design choice | 5 Display is creative, appropriate and of high quality | |

Chapter in Review Display Rubric (continued)

Points

| ORAL PRESENTATION | | | | | | | | |
|--|---|---|--|--|--|--|---|--|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation covers complete information but does not explain the project well | 4 Presentation gives information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 Presentation covers all relevant information with a seamless and logical delivery | |
| Program of Work 0-5 points | 0 Not evident | 1 Missing or lacks variety | 2 Focuses on a few areas | 3 Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA | 4 Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA | 5 Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA | | |
| Use of Display during Presentation 0-5 points | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



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

1. 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 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 |

| 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 <i>portfolio</i> (<i>hardcopy</i> 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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. |
| 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> . |
| 0-9 | <i>Content Divider Pages</i> or Sections | Use 0 to 9 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Chapter in Review Portfolio (continued)

| | | |
|--|--|--|
| Up to 35 8 ½" x 11" pages or 45 slides | Membership <i>Campaigns</i> | 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. |
| | 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 activities benefiting the school and/or <i>community</i> . |
| | 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 <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 careers. |
| | <i>Portfolio</i> Appearance | <i>Portfolio</i> should be neat, legible, <i>professional</i> , 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

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 one of the Lead Consultants if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|---|--|---|-------------------------------------|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| 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 | 0 2 |
| Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point | Binder is not the official FCCLA binder | Binder is the official FCCLA binder | 0 1 |
| | Electronic Portfolio not in viewable format to the evaluators | Electronic Portfolio in viewable format to the evaluators | 0 1 |
| Portfolio Pages 0-3 points | 0 Portfolio exceeds the page limit | 1 2 3 2 or more errors 1 error no errors Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including: <ul style="list-style-type: none"> 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 9 content divider pages or slides Up to 35 content pages or 45 content slides | 0 1 2 3 |
| Punctuality 0-1 point | 0 Participant was late for presentation | 1 Participant was on time for presentation | 0 1 |

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____

 divided by number of evaluators
 = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

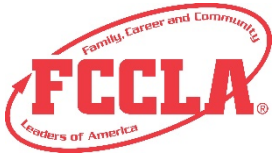
FINAL SCORE

(Average Evaluator Score plus 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)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



CHAPTER IN REVIEW PORTFOLIO Rubric

Name of Participant _____

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 | |
| Membership Campaigns 0-5 points | 0 Not evident | 1 1 or no campaign shown | 2 Campaigns described | 3 Campaigns described | 4 Campaigns are creative, thorough and successful | 5 Campaigns are creative, thorough and successful | |
| Meetings 0-3 points | 0 No evidence shown | 1 Meetings held/attended | 2 Meetings scheduled but attendance not indicated | 3 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | 4 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | 5 Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels | |
| Recognition Activities 0-3 points | 0 Not evident | 1 Limited or no activities shown | 2 Recognition activities are held appropriately | 3 Recognition activities are held appropriately | 4 Recognition activities are creative and built into each event, multiple strategies | 5 Recognition activities are creative and built into each event, multiple strategies | |
| Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points | 0 No activities listed | 1 Members participate in 1 of the 4 areas identified | 2 Members participate in 2 of the 4 areas identified | 3 Members participate in 3 of the 4 areas identified | 4 Members participate in each of the 4 areas identified | 5 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 | 0 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 | 0 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 | 4 Budget is detailed | 5 Budget is detailed and follows generally accepted accounting procedures | |
| State and National Programs 0-5 points | 0 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 5 or more activities shows with effective results | |
| Public Relations Efforts 0-5 points | 0 No evidence | 1 1 activity shown | 2 2 or more activities shown | 3 2 or more activities shown | 4 3 or more creative and effective activities with a variety of methods including technology | 5 3 or more creative and effective activities with a variety of methods including technology | |
| Portfolio 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio has many errors and is not aesthetically pleasing | 2 Portfolio has minimal appeal | 3 Portfolio has good word, color, and design choices | 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/ Delivery 0-10 points | 0 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 | |
| Program of Work 0-5 points | 0 Not evident | 1 Missing or lacks variety | 2 3 Focuses on a few areas | 4 5 Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA | | | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

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

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



Chapter Service Project Display



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

1. 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. 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 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 – 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 |

| PRESENTATION ELEMENTS 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.

| | |
|---|--|
| <i>Project Identification Page</i> | 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 <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> 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. |
| <i>Display</i> | <i>Display</i> should be neat, legible, <i>professional</i> , and creative and use correct grammar and spelling. |
| <i>Identify Concerns: Address Specific Needs</i> | 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. |
| <i>Identify Concerns: Target Audience</i> | Research and consideration were given to develop an appropriate project for a specific <i>audience</i> . |
| <i>Set a Goal: Goals/Mission</i> | Project's goals and mission are clear and stated based on needs and research. |
| <i>Set a Goal: Reflects FCCLA Purposes</i> | 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. |
| <i>Set a Goal: Relates to Family and Consumer Sciences Content and Skill</i> | 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. |
| <i>Form a Plan: Scope</i> | Include evidence that the scope of the project is rigorous and thorough. |
| <i>Form a Plan: Project Organization</i> | Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed. |
| <i>Form a Plan: Partners</i> | Include partnerships and cooperative actions taken. |
| <i>Form a Plan: Work Plan</i> | Work plans for members and volunteers are detailed and specific. |
| <i>Form a Plan: Timeline</i> | Project was planned for the time involved in implementing the project. |
| <i>Form a Plan: Activities Tasks and Roles</i> | Activities were planned for various roles, tasks of the members and volunteers. |

Chapter Service Project Display Specifications (continued)

| | |
|--|---|
| <i>Form a Plan:</i> Budget | Project budget was developed to reflect the project goals and is detailed and thorough. |
| <i>Form a Plan:</i> Increase Awareness/ Public Relations | Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences. |
| <i>Act:</i> Project Impact | Include evidence that the intended impact of the project was reached or reasons why it was not. |
| <i>Act:</i> 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. |
| <i>Act:</i> 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. |
| <i>Follow Up:</i> 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. |



CHAPTER SERVICE PROJECT DISPLAY

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | |
|---|---------------------------------------|---|---|---|--|---|
| 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; no more than 1 page |
| Display Appearance 0-5 points | Not used during presentation | Many errors and is not aesthetically pleasing | Has minimal appeal | Needs some improvement in content and design | Good word, color, and design choice | Creative, appropriate and of high quality |
| Addressed a Specific Need Identify Concerns 0-4 points | No evidence shown | Limited needs identified | Project needs are addressed but somewhat unclear or vague | Project addresses a need for family, school, community or Family and Consumer Sciences | Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail | |
| Target Audience Identify Concerns 0-3 points | No mention of the intended audience | Little consideration for intended audience | It is evident that the project was designed for the intended audience | Project is appropriate for the specific attributes of the intended audience | | |
| Goals/Mission Set a Goal 0-3 points | Goals are missing | Goals are limited in scope | Goals and mission are explained | Goals/mission relate to needs and rationale for the project is evident | | |
| Reflects FCCLA Purposes Set a Goal 0-2 points | Did not refer to a purpose | FCCLA Purposes are briefly mentioned | The link to FCCLA Purposes is explained in detail | | | |
| Family and Consumer Sciences Content and Skills Set a Goal 0-3 points | FCS not mentioned | Relationship of project to Family and Consumer Sciences is not mentioned or vague | The project relates to Family and Consumer Sciences knowledge and skills | Project is related to the national FCS standards. Participant members use many different FCS skills in plans and action | | |
| Project Scope Form a Plan 0-3 points | No evidence | Project is limited in scope | Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated | Project involved planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved | | |
| Project's Organization Form a Plan 0-4 points | Little organization is evident | Organization is difficult to follow, not concise, not thorough | The plan is thorough, but could be organized more efficiently to make communication with volunteers effective | The plan is thorough and is organized in sequence | The project members identified standards, examined alternative actions, considered consequences of various alternative, and selected acceptable alternatives | |
| Cooperative Efforts/Partners Form a Plan 0-3 points | No evidence shown | Cooperative effort is limited | Partners are limited in scope | Extensive effort to involve 2 or more partners. Participant(s) were creative and thoughtful in recruiting cooperative partners | | |
| Work Plan Form a Plan 0-3 points | No work plan | The project work plan of assigned tasks has limited details | Work plan has some details and evidence of planning | Work plan is explained in detail and is extensive | | |
| Timeline Form a Plan 0-3 points | No timeline | A limited timeline is explained | Timeline explained with some detail. A work plan of assigned tasks has limited details | Timeline has many steps and processes, tasks are explained | | |
| Activities/Tasks and Roles Form a Plan 0-3 points | None indicated | Project's activities are limited and involve limited members | Project involves most members and plan includes detailed activities/roles/tasks | Project extends beyond the membership to include community, school or additional volunteers | | |

Chapter Service Project Display Rubric (continued)

| | | | | | Points | |
|--|---|---|--|--|--|---|
| Budget <i>Form a Plan</i> 0-3 points | 0 No budget provided | 1 Budget is evident | 2 Budget reflects the project's goals | 3 Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project | | |
| Increase Awareness Public Relations <i>Form a Plan</i> 0-3 points | 0 No activities shown | 1 Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences | 2 Multiple strategies for media, outreach and publicity are evident | 3 Project positively increased awareness of FCCLA and FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board | | |
| Project Impact <i>Act</i> 0-3 points | 0 Impact missing | 1 Impact on community or chapter members is explained in a limited way | 2 Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information | 3 Impact is significant with data, statistics, surveys and information | | |
| Youth Involved and Volunteer Recruitment <i>Act</i> 0-2 points | 0 Project is not youth led. Volunteers were not recruited | 1 Project is youth led and members volunteered | 2 Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs) | | | |
| Uniqueness <i>Act</i> 0-2 points | 0 Project is not unique | 1 Project has been done previously or is a project designed to a similar effort | 2 Project is unique in its approach to solve a problem or meet a need | | | |
| Evaluation <i>Follow Up</i> 0-4 points | 0 No evidence of follow up | 1 Limited evidence of follow up and evaluation | 2 Evaluation is evident. Some strategies are used for follow up | 3 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition | 4 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition | |
| ORAL PRESENTATION | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery |
| Use of Display during Presentation 0-5 points | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



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

1. 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 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 | | 5 minutes prior to presentation | 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 |
| | ■ | ■ | | | ■ | | ■ | * | |

* 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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> . |
| 0-5 | <i>Content Divider Pages</i> or Sections | Use 0 to 5 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |
| | <i>Portfolio Appearance</i> | <i>Portfolio</i> should be neat, legible. |

Chapter Service Project Portfolio Specifications (continued)

| | | |
|---|--|---|
| Up to 10 8 ½" x 11" pages or 20 slides | Identify Concerns: Address Special 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. 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. |
| | 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. |
| | 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. |
| | 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, 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 <i>program</i> 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. |



CHAPTER SERVICE PROJECT PORTFOLIO Rubric

Name of Participant _____

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 | |
| Portfolio Appearance 0-5 points | 0 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 | 0 No evidence shown | 1 Limited needs identified | 2 Project needs are addressed but somewhat unclear or vague | 3 Project addresses a need for family, school, community or Family and Consumer Sciences | 4 Research methods were used to identify an urgent and significant need for school, community, global or for Family and Consumer Sciences, gather data and are described in detail | | |
| Target Audience Identify Concerns 0-3 points | 0 No mention of the intended audience | 1 Little consideration for intended audience | 2 It is evident that the project was designed for the intended audience | 3 Project is appropriate for the specific attributes of the intended audience | | | |
| Goals/Mission Set a Goal 0-3 points | 0 Goals are missing | 1 Goals are limited in scope | 2 Goals and mission are explained | 3 Goals/mission relate to needs and rationale for the project is evident | | | |
| Reflects FCCLA Purposes Set a Goal 0-2 points | 0 Did not refer to a purpose | 1 FCCLA Purposes are briefly mentioned | 2 The link to FCCLA Purposes is explained in detail | | | | |
| Family and Consumer Sciences Content and Skills Set a Goal 0-3 points | 0 FCS not mentioned | 1 Relationship of project to Family and Consumer Sciences is not mentioned or vague | 2 The project relates to Family and Consumer Sciences knowledge and skills | 3 Project is related to the national FCS standards. Participant members use many different FCS skills in plans and action | | | |
| Project Scope Form a Plan 0-3 points | 0 No evidence | 1 Project is limited in scope | 2 Project may be similar to other efforts or an annual event. Challenges and barriers are evaluated | 3 Project involved multiple partners, planning meetings, task descriptions and efforts, has a wide scope, uses technology, and is unique. Barriers are considered and resolved | | | |
| Project's Organization Form a Plan 0-4 points | 0 Little organization is evident | 1 Organization is difficult to follow, not concise, not thorough | 2 The plan is thorough, but could be organized more efficiently to make communication with volunteers effective | 3 The plan is thorough and is organized in sequence | 4 The project members identified standards, examined alternative actions, considered consequences of various alternative, and selected acceptable alternatives | | |
| Cooperative Efforts/Partners Form a Plan 0-3 points | 0 No evidence shown | 1 Cooperative effort is limited | 2 Partners are limited in scope | 3 Extensive effort to involve partners. Participant(s) were creative and thoughtful in recruiting cooperative partners | | | |
| Work Plan Form a Plan 0-3 points | 0 No work plan | 1 The project work plan of assigned tasks has limited details | 2 Work plan has some details and evidence of planning | 3 Work plan is explained in detail and is extensive | | | |
| Timeline Form a Plan 0-3 points | 0 No timeline | 1 A limited timeline is explained | 2 Timeline explained with some detail. A work plan of assigned tasks has limited details | 3 Timeline has many steps and processes, tasks are explained | | | |
| Activities/Tasks and Roles Form a Plan 0-3 points | 0 None indicated | 1 Project's activities are limited and involve limited members | 2 Project involves most members and plan includes detailed activities/roles/tasks | 3 Project extends beyond the membership to include community, school or additional volunteers | | | |

Chapter Service Project Portfolio Rubric (continued)

| | | | | | | | | | Points | | |
|--|---|---|--|--|--|---|----------|----------|----------|----------|-----------|
| Budget <i>Form a Plan</i> 0-3 points | 0 No budget provided | 1 Budget is evident | 2 Budget reflects the project's goals | 3 Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project | | | | | | | |
| Increase Awareness Public Relations <i>Form a Plan</i> 0-3 points | 0 No activities shown | 1 Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences | 2 Multiple strategies for media, outreach and publicity are evident | 3 Project positively increased awareness of FCCLA and FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board | | | | | | | |
| Project Impact <i>Act</i> 0-3 points | 0 Impact missing | 1 Impact on community or chapter members is explained in a limited way | 2 Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information | 3 Impact is significant with data, statistics, surveys and information | | | | | | | |
| Youth Involved and Volunteer Recruitment <i>Act</i> 0-2 points | 0 Project is not youth led. Volunteers were not recruited | 1 Project is youth-led and members volunteered | 2 Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs) | | | | | | | | |
| Uniqueness <i>Act</i> 0-2 points | 0 Project is not unique | 1 Project has been done previously or is a project designed to a similar effort | 2 Project is unique in its approach to solve a problem or meet a need | | | | | | | | |
| Evaluation <i>Follow Up</i> 0-4 points | 0 No evidence of follow up | 1 Limited evidence of follow up and evaluation | 2 Evaluation is evident. Some strategies are used for follow up | 3 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition | 4 Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition | | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 | 10 |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



Culinary Arts



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

1. 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.



3. 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 clean-up. 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.
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 | 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. |
| 20 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 20 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. |
| 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. |
| 5 minutes | 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 improvement. |

Specifications

Testing

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.

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 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. |
|-----------------------|--|

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 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 CHECK | | | Points |
|--|--|--|---|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| Event Online Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | |
| Proof of Project Summary Form Submission 0 or 1 point | 0 Not presented to Room Consultant at participation time | 1 Presented to Room Consultant at participation time | |
| Uniform and Appearance 1 to 3 points | 1 Unprofessional uniform/attire or includes graphics/logo not permitted in event | 2 Unprofessional appearance or attire as marked below: __hair/beard restraints missing __kitchen shoes not worn __Jewelry uncovered __personal grooming does not meet guidelines | 3 Professional attire worn: __hair/beard restraints __kitchen shoes __no visible jewelry __personal grooming meets guidelines |
| Time Schedule 0-1 point | 0 Not included or incomplete | 1 Time schedule included and complete for all products | |

| | | |
|---------------------------|---|--|
| EVALUATORS' SCORES | | ROOM CONSULTANT TOTAL (10 points possible) |
| Evaluator 1 _____ | Initials _____ | |
| 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 Room Consultant Total) |
| | <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | _____ . _____ |

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 _____



CULINARY ARTS Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| SAFETY AND SANITATION | | | | | Points |
|---|--|---|--|---|--------|
| Safety 0-5 points | 0 | 1 2 | 3 4 | 5 | |
| | Station is disorganized, safety is disregarded | Station is lacking neatness and organization, questionable knife and small 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 organized, all knives and small equipment are handled safely and properly | |
| Sanitation 0-5 points | 0 | 1 2 | 3 4 | 5 | |
| | Disregards safety and created unsafe and unsanitary conditions | Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing | Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing | Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing | |
| FOOD PRODUCTION | | | | | Points |
| Equipment, Tools & Techniques 0-10 points | 0 | 1 2 3 4 | 5 6 7 | 8 9 10 | |
| | Selection and usage of tools/equipment lacks understanding and demonstration of skills | Selection and usage of tools/equipment demonstrate some industry techniques | Selection and usage of tools/equipment demonstrates most industry techniques | Selects and uses all tools/equipment correctly and safely following industry techniques | |
| Mise en Place 0-5 points | 0 | 1 | 2 3 | 4 5 | |
| | Mise en place is poorly executed and displays unacceptable organizational skills | Mise en place is fairly organized and displays marginal organizational skills | Mise en place is organized and displays sufficient organizational skills | Mise en place is well executed and displays excellent organizational skills | |
| Use of Products 0-5 points | 0 | 1 2 | 3 4 | 5 | |
| | Excess amount of products are prepared and used in each preparation. Useable by-products 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 by-products 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 | | | | | Points |
| Plating and Presentation 0-5 points | 0 | 1 | 2 3 | 4 5 | |
| | 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 0-5 points | 0 | 1 2 | 3 4 | 5 | |
| | 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 & Technique 0-10 points | 0 | 1 2 3 4 | 5 6 7 | 8 9 10 | |
| | 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 | |

Culinary Arts Rubric (continued)

| FOOD ITEM #2 | | | | |
|---|--|---|--|--|
| Plating and Presentation 0-5 points | 0 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-functioning garnish | 4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing |
| Taste, Texture & Seasoning 0-5 points | 0 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 and mouth feel. Food items are all seasoned correctly and in balance with one another |
| Cooking Methods & Technique 0-10 points | 0 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 | 5 6 7 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 | 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 |
| FOOD ITEM #3 | | | | |
| Plating and Presentation 0-5 points | 0 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-functioning garnish | 4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing |
| Taste, Texture & Seasoning 0-5 points | 0 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 and mouth feel. Food items are all seasoned correctly and in balance with one another |
| Cooking Methods & Technique 0-10 points | 0 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 | 5 6 7 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 | 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 |

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

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



CULINARY ARTS Production Rubric

For use with 3 production and 2 tasting evaluators

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| SAFETY AND SANITATION | | | | | Points |
|---|--|---|--|--|--------|
| Safety 0-5 points | 0 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 | 0 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 PRODUCTION | | | | | |
| 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 | 0 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 0-5 points | 0 Excess amount of products are prepared and used in each preparation. Useable by-products are not incorporated in the recipes or returned to safe storage | 1 2 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 | 3 4 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 | 5 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 | | | | | |
| Cooking Methods & Technique 0-10 points | 0 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 | 5 6 7 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 | 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 | |
| FOOD ITEM #2 | | | | | |
| Cooking Methods & Technique 0-10 points | 0 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 | 5 6 7 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 | 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 | |

Culinary Arts Production Rubric (continued)

| FOOD ITEM #3 | | | | | | | | | | | |
|--|--|---|---|---|---|--|---|---|---|---|----|
| Cooking Methods & Technique 0-10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 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 | | |

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

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 Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FOOD ITEM #1 | | | | | |
|---|---|---|--|----------|---|
| Plating and Presentation 0-5 points | 0 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 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish | 3 | 4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing |
| Taste, Texture & Seasoning 0-5 points | 0 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 | |
| FOOD ITEM #2 | | | | | |
| Plating and Presentation 0-5 points | 0 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 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish | 3 | 4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing |
| Taste, Texture & Seasoning 0-5 points | 0 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 | |
| FOOD ITEM #3 | | | | | |
| Plating and Presentation 0-5 points | 0 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 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish | 3 | 4 5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing |
| Taste, Texture & Seasoning 0-5 points | 0 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 | |

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

TOTAL
(30 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



Culinary Math Management



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

1. 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.

3. 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 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 | 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 will 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. |
| | Room consultants and evaluators will have 5 minutes to preview the file folder before the presentation begins. |
| 10 minutes | Participants(s) will be given 10 minutes to complete the case study in a separate case study room. The completed case study will be given to 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. Participant(s) 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 the case study. |
| 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

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 | <i>Project Identification Page</i> | 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. |
| 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> . |
| 1- 8 ½" x 11" page | <i>Works Cited/Bibliography</i> | 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 <i>Content</i> | The <i>visuals</i> chosen to present the culinary arts mathematics concepts are clear, concise, and visually appealing. |
| Use of <i>Visuals</i> | <i>Visuals</i> support, illustrate, or complement presentation. |



CULINARY MATH MANAGEMENT

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER | | | | | | | 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 | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0-5 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 0-3 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 Responded adequately to all questions | 3 Responses to questions were appropriate and given without hesitation | | | |
| VISUALS | | | | | | | |
| Effectively Illustrate Content 0-5 points | 0 Visuals not provided | 1 Visuals are weak in supporting the presentation | 2 Visuals support the presentation but do not complement the content | 3 Visuals support the presentation but do not complement the content | 4 Visuals support and complement the presentation | 5 Visuals support and complement the presentation | |
| Use of Visuals during Presentation 0-5 points | 0 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 | |

Culinary Math Management Rubric (continued)

Points

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

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

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 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 | 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 |
| * | | | | | | | | * | * |

* 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 <i>digital story</i> 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 must be able to be opened in PDF format. **Other formats are not allowed and will not be evaluated.**

| | | |
|-------------------|--|--|
| 1-8 ½" x 11" page | <i>Project Identification Page</i> | <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. 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 National Leadership Conference Participants Only: 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/ <i>Bibliography</i> | 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 | <i>Graphics</i> , 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 <i>graphics</i> 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 _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | | | | | | | | | Points | | |
|--|---|---|---|--|--|---|----------|---|----------|--|---|-----------|-----------|--|-----------|-----------|--|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | | | | 4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | | | | | | | | |
| 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 | | | | | | | | | | | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | | | 1 Signed proof of submission from the online form is included | | | | | | | | | | | |
| Project Summary 0-15 points | 0 Not provided | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | | Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented | | | Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented | | | Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized | | | Purpose, FCS relationship, research, background information, and goal of the project is explained and presented | | | 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 | | | |
| Documentation 0–5 points | 0 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 | 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 (<i>see style sheet</i>) | | | | | | | | | | | |
| DIGITAL STORY/VIDEO | | | | | | | | | | | | | | | | | |
| Introduction 0-5 points | 0 No obvious introduction | 1 Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem | 2 Introduction not effective in capturing attention, may not include the FCCLA emblem | 3 Somewhat creative/attention getting, includes the FCCLA emblem | 4 Creative introduction, includes the FCCLA emblem | 5 Introduction captured attention immediately, includes the FCCLA emblem | | | | | | | | | | | |
| Purpose and Focus 0-5 points | 0 Not included | 1 Purpose, focus, and point of view is difficult to figure out | 2 Purpose, focus, and point of view is inconsistent | 3 Purpose, focus, and point of view is established but is not maintained throughout the presentation | 4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation | 5 Purpose, focus and point of view is clear and maintained throughout the presentation | | | | | | | | | | | |
| Subject Knowledge 0-10 points | 0 Did not mention | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | |
| | | Minimal evidence of knowledge | | Some evidence of knowledge | | Evidence of knowledge, but not used effectively in the presentation | | Evidence of knowledge. Presentation is enhanced by participant's knowledge | | Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern | | | | | | | |

Digital Stories for Change Rubric (continued)

| | | | | | | |
|--|---|--|--|---|--|--|
| Creativity and Design 0-5 points | 0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus | 1 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively | 2 Color, design, and/or effects neither enhance nor detract from the presentation | 3 Color, design, and/or effects neither enhance nor detract from the presentation | 4 Good use of color, design and/or effects to support the presentation | 5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation |
| Technical Quality Sound 0-5 points | 0 No sound or music was used in the project | 1 Sound quality is poor (crackling, volume issues) | 2 Sound quality is inconsistent | 3 Sound quality is consistent throughout the project, neither enhances nor detracts | 4 Sound quality is good throughout | 5 Sound quality is excellent throughout |
| Technical Quality Images or Video 0-5 points | 0 Images or video was used without appropriate copyright permission | 1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video | 2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video | 3 Images/video quality is inconsistent—no use of copyrighted images or video | 4 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 | 0 Not evident | 1 Editing produces a product difficult to watch or follow | 2 Inconsistent editing with under/over use of transitions and effects | 3 Editing generally supports the presentation, neither enhances nor detracts from the presentation | 4 Good editing and overall production to support the presentation | 5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation |
| Licensing 0 or 5 points | 0 The video was not licensed by the participant | | | 5 A Creative Commons license or copyright statement is included in the video | | |
| Communication—Graphics/Images 0-5 points | 0 No images or graphics were used | 1 Images are not relevant to the project | 2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative | 3 Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative | 4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative | 5 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 | 0 No text was used | 1 There are so many errors in word or text that it detracts from the project | 2 Word or text does not enhance the project and contains errors | 3 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 | 0 No music or sound | 1 Music or sound is not relevant to the project, or is distracting | 2 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 | 0 Not included | 1 Is not relevant, does not match the storyline | 2 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 | 4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good | 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 developed but does not provide closure | | 3 4 Ending brings closure, but does not engage the audience in reflective thinking or action toward change | | 5 Ending brings closure and engages the audience in reflective thinking or action toward change |

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

PRELIMINARY ROUND TOTAL

(100 points possible)



DIGITAL STORIES FOR CHANGE

National Leadership Conference

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | | | | | Points | | | | | | |
|--|---|---|--|---|---|--|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | | | | 4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | | | | | | | | |
| 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 | | | | | | | | | | | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | | | 1 Signed proof of submission from the online form is included | | | | | | | | | | | |
| Project Summary 0-15 points | 0 Not provided | 1 Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented | 2 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented | 3 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized | 4 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented | 5 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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| Documentation 0-5 points | 0 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 | 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) | | | | | | | | | | | |
| DIGITAL STORY/VIDEO | | | | | | | | | | | | | | | | | |
| Introduction 0-5 points | 0 No obvious introduction | 1 Introduction not relevant or appropriate for the presentation | 2 Introduction not effective in capturing attention | 3 Somewhat creative/attention getting | 4 Creative introduction | 5 Introduction captured attention immediately. Includes the FCCLA emblem | | | | | | | | | | | |
| Purpose and Focus 0-5 points | 0 Not included | 1 Purpose, focus, and point of view is difficult to figure out | 2 Purpose, focus, and point of view is inconsistent | 3 Purpose, focus, and point of view is established but is not maintained throughout the presentation | 4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation | 5 Purpose, focus and point of view is clear and maintained throughout the presentation | | | | | | | | | | | |
| Subject Knowledge 0-5 points | 0 Did not mention | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Evidence of knowledge, but not used effectively in the presentation | 4 Evidence of knowledge. Presentation is enhanced by participant's knowledge | 5 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern | | | | | | | | | | | |
| Creativity and Design 0-5 points | 0 Color, design and/or effects are over used or so minimal they distract from the purpose and focus | 1 Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively | 2 | 3 Color, design, and/or effects neither enhance nor detract from the presentation | 4 Good use of color, design and/or effects to support the presentation | 5 Excellent and appropriate use of color, design, effects, and original ideas to support the presentation | | | | | | | | | | | |

Digital Stories for Change Rubric (continued)

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| Technical Quality Sound 0-5 points | 0 No sound or music was used in the project | 1 Sound quality is poor (crackling, volume issues) | 2 Sound quality is inconsistent | 3 Sound quality is consistent throughout the project, neither enhances nor detracts | 4 Sound quality is good throughout | 5 Sound quality is excellent throughout | |
| Technical Quality Images or Video 0-5 points | 0 Images or video was used without appropriate copyright permission | 1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video | 2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video | 3 Images/video quality is inconsistent—no use of copyrighted images or video | 4 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 | 0 Not evident | 1 Editing produces a product difficult to watch or follow | 2 Inconsistent editing with under/over use of transitions and effects | 3 Editing generally supports the presentation, neither enhances nor detracts from the presentation | 4 Good editing and overall production to support the presentation | 5 Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation | |
| Licensing 0 or 5 points | 0 The video was not licensed by the participant | | | 5 A Creative Commons license or copyright statement is included in the video | | | |
| Communication— Graphics/Images 0-5 points | 0 No images or graphics were used | 1 Images are not relevant to the project | 2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative | 3 Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative | 4 Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative | 5 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 | 0 No text was used | 1 There are so many errors in word or text that it detracts from the project | 2 Word or text does not enhance the project and contains errors | 3 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 | 0 No music or sound | 1 Music or sound is not relevant to the project, or is distracting | 2 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 | 0 Not included | 1 Is not relevant, does not match the storyline | 2 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 | 4 Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good | 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 developed but does not provide closure | | 3 4 Ending brings closure, but does not engage the audience in reflective thinking or action toward change | | 5 Ending brings closure and engages the audience in reflective thinking or action toward change | |

Digital Stories for Change Rubric (continued)

| ORAL PRESENTATION | | | | | | | Points |
|--|---|---|---|---|--|--|--------|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or speaks 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 | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 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 | 2 Some knowledge of relationship to FCS coursework | 3 Knowledge of FCS coursework but not shared | 4 Knowledge of relationship to FCS is evident and shared | 5 Knowledge of FCS relationship is evident and explained well | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

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

LEVEL II TOTAL
(129 points possible)

Evaluator # _____

Evaluator Initial _____

Room 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

1. 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 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.

| 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 | 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 |

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

* 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

| | |
|---|---|
| Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old). | |
| Room consultant 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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> . |
| 0–4 | <i>Content Divider Pages</i> or Sections | Use 0 to 4 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Early Childhood Education Specifications (continued)

| | | |
|--|---|---|
| Up to 30 8 ½" x 11" pages or 40 slides | Documentation of Experience/ <i>Occupational Coursework</i> | Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education. |
| | <i>Lesson Plans</i> | 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 <i>lesson plan</i> and <i>portfolio</i> . 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 Rubric

Name of Participant _____

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 | | | | | | |
| Documentation of Coursework 0-4 points | 0 Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education | 1 Portfolio shows some documentation of limited coursework and experience | 2 Portfolio shows quality documentation of an adequate amount of coursework and experience | 3 Portfolio shows quality documentation of superb coursework and experience | 4 Portfolio shows excellent documentation of superb coursework and experience | | | | | | | |
| Lesson Plans 0-10 points | 0 Lesson plans are missing | 1 Lesson plans are from one early childhood concept | 2 Lesson plans indicate an understanding of multiple childhood development concepts | 3 Lesson plans indicate an understanding of multiple childhood development concepts | 4 Lesson plans indicate an understanding of multiple childhood development concepts | 5 Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate | 6 Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate | 7 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate | 8 Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate | 9 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate | 10 Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate | |
| Evidence of Skills 0-4 points | 0 Portfolio does not have evidence of skills | 1 Portfolio has limited evidence of skills | 2 Evidence is shown through multiple varieties | 3 Evidence of skills is incredibly apparent through portfolio | 4 Portfolio has high quality evidence of superb skills | | | | | | | |
| Evidence of Developmental Knowledge 0-4 points | 0 Portfolio does not have evidence of developmental knowledge | 1 Portfolio shows limited evidence of developmental knowledge | 2 Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format | 3 Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept | 4 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format | | | | | | | |
| ACTIVITY | | | | | | | Points | | | | | |
| Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0-8 points | 0 No written plan | 1 A written plan is limited in scope | 2 Written plan has one of these explained well: an objective and rationale | 3 Written plan has one of these explained well: an objective and rationale | 4 Written plan has one of these explained well: an objective and rationale | 5 A written plan is evident with learning objective and rationale that is well thought out | 6 A written plan is evident with learning objective and rationale that is well thought out | 7 Objective and rationale are well written and thought out. Outcomes are measurable | 8 Objective and rationale are well written and thought out. Outcomes are measurable | | | |
| Activity Planning Form: Setting, Materials, Activity 0-8 points | 0 Not evident | 1 Settings, materials and activity are all explained | 2 Settings, materials and activity are all explained | 3 Settings, materials and activities are well planned and detailed in description | 4 Settings, materials and activities are well planned and detailed in description | 5 Setting, materials, and activities are well planned with creativity and appropriateness for age level | 6 Setting, materials, and activities are well planned with creativity and appropriateness for age level | 7 Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity | 8 Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity | | | |
| Activity Planning Form: Modification and Assessment 0-8 points | 0 No modification or assessment methods are evident | 1 Includes some plans for modification and there are limited assessment methods listed | 2 Includes some plans for modification and there are limited assessment methods listed | 3 Modification plans are complete and there is a plan for assessment with multiple methods evident | 4 Modification plans are complete and there is a plan for assessment with multiple methods evident | 5 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision | 6 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision | 7 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies | 8 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies | | | |
| Introduction 0-5 points | 0 Introduction is missing | 1 Introduction is limited | 2 Introduction includes one objective | 3 Introduction includes one or more objectives and limited instructions | 4 Introduction includes one or more objectives and limited instructions | 5 Introduction includes objectives, instructions and directions with clarity | 6 Introduction includes objectives, instructions and directions with clarity | 7 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning | 8 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning | | | |

Early Childhood Education Rubric (continued)

Points

| ACTIVITY (continued) | | | | | | | |
|---|---|--|---|---|---|--|-------------|
| Activity 0-10 points | 0 Activity is limited | 1 Activity is evident with a focus on content | 2 Activity is evident with a focus on content with extensive sequence evident | 3 Activity is well organized. Has appropriate content, and is age appropriate | 4 Activity is creative, well organized, rich in content and age appropriate | 5 Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions | 6-10 |
| Use of Resources during Activity 0-5 points | 0 Resources are not used during activity | 1 Resources used to limit amount of speaking time | 2 Resources are used minimally during activity | 3 Resources are used effectively throughout activity | 4 Activity is creative, well organized, rich in content and age appropriate | 5 Activity moves seamlessly and effectively between teaching time and hands on time | |
| Wrap Up 0-5 points | 0 No wrap up | 1 Limited wrap up is evident | 2 The activity ends with a limited summary | 3 The activity ends with an adequate summary | 4 Activity ends with an appropriate summary as a reinforcement for the lesson | 5 Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish | |
| PRESENTATION SKILLS | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

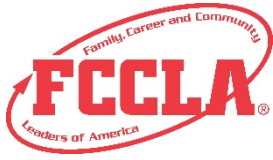
Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



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? |
| Instructional Strategies and Rationale: 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.

Modifications: 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



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

1. 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 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 | 15 minutes | 15 minutes prior to presentation | 1-min. warning at 19 min.; stopped at 20 min. | 5 minutes | 45 minutes |

| PRESENTATION ELEMENTS 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 will | submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time. |
| 15 minutes | Participant(s) will have 15 minutes to set up for the event. Other persons may not assist. Room consultants and evaluators will have 15 minutes to preview the <i>portfolio (hardcopy or electronic)</i> during participant set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators. |
| 20 minutes | The oral presentation may be up to 20 minutes in length. A one-minute warning will be given at 19 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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> . | | |
| 0–10 | <i>Content Divider Pages</i> or Sections | Use up to 10 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . | | |

Entrepreneurship Specifications (continued)

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|------------------------|--|---|--|
| Up to 50 8 ½" x 11" pages or 60 slides | 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 <i>original</i> 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. |
| | 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 maintenance and repair policies. | Include chart of suppliers with contact information and a description of each supplier. Develop a detailed inventory of equipment and supplies needed for the day-to-day operation of the business. Describe provisions for maintenance and repair of equipment integral to the operation of your business considering authorized service requirements for certain equipment. | |
| | Organizational Chart | Develop an organizational chart with job titles, descriptions, and tasks for the business. Include hierarchy/departments as projected for business 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 | Describe hiring procedures, salaries/hourly wages and benefits, and employee evaluations/appraisals. Include applicable forms and records. | Describe hiring procedures, salaries/hourly wages and benefits, employee recruitment/retention policies, and employee evaluations/appraisals. Develop all applicable forms and records needed to manage the business' personnel from the hiring process, retention process, and the resigning/firing process. | |

Entrepreneurship Specifications (continued)

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|------------------------------|--|--|---|
| (continued) Up to 50 8 ½" x 11" pages or 60 slides | 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. |
| | 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.) | Describe health; environment; fire; insurance; zoning; and other local, county, and state codes. (Actual codebooks need not be included.) Create a chart which provides appropriate governmental contact information for the applicable laws, regulations, and codes for the business. List specific occupational health/safety trainings, if needed. Explain how you determined which laws, regulations, and codes to include in the portfolio. | |
| | 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/Bibliography | Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . | | |
| | Appearance | Business plan must be neat, legible, and <i>professional</i> and use correct grammar and spelling. | | |

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 organized, sequential manner; concisely and thoroughly summarize business plan. | | |
| Knowledge of Subject Matter | Show evidence of mastery of entrepreneurial skills including facility management, budget and credit management, personnel management, and understanding of government regulations. | | |
| 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 <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 <i>visuals</i> and 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 the business plan. Questions are asked after the presentation. | | |



ENTREPRENEURSHIP

Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | |
|--|---|---|--|--|---|--|--|
| 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 | |
| Business Description 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 | |
| Facility 0–5 points | Not evident | Includes 1 of the 3 required components | Includes 2 of the 3 required components | Incomplete description of the 3 required components | | Well written description includes interior and exterior location, utility providers, and emergency procedures | |
| Supplies and Equipment 0–5 points | Not evident | Includes 1 of the 3 required components or is very minimal | | | 3 4 List includes 2 of the 3 required components or appears to be incomplete | 5 Comprehensive list of suppliers, equipment and supply inventory, and description of maintenance and repair policies | |
| Organizational Chart 0–5 points | Organizational chart is not included | 1 Chart includes 1 of the required components | 2 Chart includes 2 of the 4 required components | 3 Chart includes 3 of the 4 required components | 4 Includes a chart with all components but is not well planned | 5 Includes organizational chart with job titles, descriptions, tasks, and projected hierarchy/departments for growth | |
| Personnel Management 0–5 points | Not evident | 1 2 Hiring procedures, compensation information (salaries and benefits), policies and procedures, or evaluations are limited | | | 3 4 Hiring procedures, compensation plans, policies and procedures have been developed to meet the needs of the business | 5 Detailed description of hiring procedures, compensation, and evaluations, including forms as applicable support the needs of the business | |
| Funding for Business 0–5 points | Not evident | 1 2 Incomplete or unrealistic methods or sources of funding | | | 3 4 Limited knowledge of types and sources of funding. | 5 Detailed description of method and sources of funding | |
| Budget 0–5 points | Not evident | 1 2 Includes 1 of the 3 required components or is missing all applicable forms | | | 3 4 Describes 2 of the 3 required components or is missing an applicable form | 5 Detailed description of income, expenditures, financial procedures and tax information. All applicable forms are included | |
| Laws, Regulations, and Codes 0–5 points | Not evident | 1 Includes 1 of the 6 required components | 2 Includes 2 of the 6 required components | 3 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 | Not evident | 1 Limited marketing plan | 2 Marketing plan does not adequately cover promotional techniques. Advertisements do not promote business | 3 Marketing plan covers types of advertising. | 4 Marketing plan covers chosen types of advertising. Includes 1 sample | 5 Detailed description includes special events. Includes 2 or more samples that meet marketing needs | |
| Works Cited/ Bibliography 0–3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but contains grammatical or spelling errors and is poorly organized | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, and professional, correct grammar and spelling used; effective organization of information | | | |

Entrepreneurship Rubric Level 1 (continued)

Points

| ORAL PRESENTATION | | | | | | | |
|--|---|--|--|---|--|--|---|
| Organization/ Delivery 0-10 points | 0 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 | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between business and FCS | 1 Minimal evidence of business knowledge and FCS coursework relationship | | 2 Knowledge of business and relationship to FCS is good | | 3 Knowledge of business and FCS relationship is evident | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | | 2 Portfolio and visuals used effectively throughout presentation | | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | |
| Body Language/ Clothing Choice 0-2 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | 1 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | | 2 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



ENTREPRENEURSHIP

Rubric – Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

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

Entrepreneurship Rubric Level 2 (continued)

| | | | | | | | Points | | | | | | |
|--|----------|---|----------|---|----------|---|----------|---|----------|--|----------|--|--|
| Marketing Plan 0-5 points | 0 | Not evident | 1 | Marketing plan does not adequately cover promotional techniques. Advertisements do not promote business | 2 | Marketing plan does not adequately cover promotional techniques or does not provide samples | 3 | Marketing plan covers types of advertising. Includes 2 samples | 4 | Marketing plan covers chosen types of advertising. Includes 3 sample | 5 | Detailed description includes special events. Includes 4 or more samples that meet marketing needs | |
| Works Cited/ Bibliography 0-3 points | 0 | No resources listed | 1 | Resources are incomplete, not current, or not reliable for project | 2 | Reliable resources but incorrect style (<i>see style sheet</i>) | 3 | Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | | | |
| Appearance 0-3 points | 0 | Portfolio is illegible and unorganized | 1 | Portfolio is neat, but contains grammatical or spelling errors and is poorly organized | 2 | Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 | Neat, legible, and professional, correct grammar and spelling used; effective organization of information | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | | |
| Organization/ Delivery 0-10 points | 0 | Presentation is not done or presented briefly and does not cover components of project | 1 | Presentation covers some topic elements | 2 | Presentation covers all topic elements but with minimal information | 3 | Presentation gives complete information but does not explain project well | 4 | Presentation covers information completely but does not flow well | 5 | Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 | 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 | 4 | Knowledge of subject matter is evident and shared at times in the presentation | 5 | Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 | No evidence of relationship between business and FCS | 1 | Minimal evidence of business knowledge and FCS coursework relationship | 2 | Knowledge of business and relationship to FCS is good, national program identified | 3 | Knowledge of business and FCS relationship is evident, national program identified, and both explained well | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 | Portfolio and visuals not used during presentation | 1 | Portfolio and visuals used minimally during presentation | 2 | Portfolio and visuals used effectively throughout presentation | 3 | Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 | Voice qualities not used effectively | 1 | Voice quality is adequate | 2 | Voice quality is good, but could improve | 3 | Voice quality is outstanding and pleasing | | | | | |
| Body Language/ Clothing Choice 0-2 points | 0 | Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 | Gestures, posture, mannerisms, eye contact, and clothing are appropriate | 2 | Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 | Extensive (more than 5) grammatical and pronunciation errors | 1 | 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 | 0 | 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 | 4 | Gave appropriate responses to evaluators' questions | 5 | 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



ENTREPRENEURSHIP

Rubric – Level 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

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

Entrepreneurship Rubric Level 3 and 4 (continued)

Points

| | | | | | | | | |
|--|---|---|---|---|---|--|--|--|
| Marketing Plan 0-5 points | 0 Not evident | 1 Marketing plan does not adequately cover promotional techniques. Advertisements do not promote business | 2 Marketing plan does not adequately cover promotional techniques or does not provide adequate samples | 3 Marketing plan covers types of advertising. Includes 4 samples | 4 Marketing plan covers chosen types of advertising. Includes 5 sample | 5 Detailed description includes special events. Includes 6 or more samples that meet marketing needs | | |
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but contains grammatical or spelling errors and is poorly organized | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, and professional, correct grammar and spelling used; effective organization of information | | | | |
| ORAL PRESENTATION | | | | | | | | |
| Organization/ Delivery 0-10 points | 0 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 | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between business and FCS | 1 Minimal evidence of business knowledge and FCS coursework relationship | 2 Knowledge of business and relationship to FCS is good, national program identified. FCS career pathway identified | | 3 Knowledge of business and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | |
| Body Language/ Clothing Choice 0-2 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | | | 2 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
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

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

2. 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.



| 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 | 5 minutes | 10 minutes prior to presentation | 1-min. warning at 14 min.; stopped at 15 min. | 5 minutes | 35 minutes |

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

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 | 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 (hardcopy or electronic)</i> during setup. The participant must make the <i>electronic portfolio</i> accessible to evaluators. |
| 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 event manager , to present to the evaluators, in the role of the client, the event proposal. 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. <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

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 Volunteering Experience Summary | <p>Using the Event Volunteering Experience form, include the following information. Include a copy of the completed form in portfolio, as indicated.</p> <ul style="list-style-type: none"> • Event Leadership – who is in charge • 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.? • How do the event organizers handle the stress of the event? • What recommendations would you have to improve the event in the future? • 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 style="list-style-type: none"> • Fundraisers – dinners, dances, tournaments, etc. • Holiday events – breakfast with Santa, Mother’s Day tea, etc. • Leadership conferences with multiple speakers or workshops • School or community dances • Youth or adult athletic tournaments – wrestling, softball, rodeos, etc. • Youth or adult non-athletic competitions/tournaments – speech, music, etc. • Community festivals or tourism events • College, career, or employments fairs • Award ceremonies – hall of fame, teacher of the year banquets, etc. | | |
| Prohibited events |  <ul style="list-style-type: none"> • FCCLA chapter meetings or classroom guest speakers • Individual or family parties or events • Events not meeting the event attendee or time requirements • Any event involving the consumption or sale of prohibited substances or violate school district policies | | |
| | 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 correct grammar and spelling. | | |
| 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 portfolio 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 Planning Process 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. | | |

Event Management Specifications (continued)

| SPECIFICATIONS BY LEVEL | | LEVEL 1 | LEVEL 2 | LEVEL 3 and 4 |
|--|---|--|---|--|
| 1 | Evidence of Eligibility | Provide documentation of completed a course or a unit in consumer management or financial education in a Family and Consumer Sciences program or completion of a unit of the FCCLA Financial Fitness national program. | | |
| 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 other content. | | |
| Up to 2 8 ½" x 11" pages or 3 slides | Event Volunteering Experience | | See requirements under Event Volunteering Experience section. | |
| Up to 50 8 ½" x 11" pages or 60 slides | 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(s) that are specific, measurable, attainable, realistic, and timely. Include evaluation criteria to be used to determine event success. | | 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. |
| | 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 venue/facility. Provide facility maps or diagrams, inclement weather plans, parking, restroom access, etc. to support venue choice. | |
| | Event Personnel Chart | Include an organizational chart and brief role description of personnel roles required to successfully implement the event. | | |
| | Health and Public Safety | Describe the plans to address health, public safety, or crisis management during the event. | | |
| | Planning and Implementation Timeline | Create a planning and implementation timeline using the provided template. All information must be included. | | |
| | Target Attendees and Recruitment Strategy | Provide demographic information on who is expected to attend and recruitment strategies. This may include, but is not limited to, demographics such as gender, age, income, education level, location, marital or parenting status, etc. | | |

Event Management Specifications (continued)

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



| SPECIFICATIONS | 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 | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. | | |

Event Management Specifications (continued)

| | |
|------------------------------------|--|
| Use of <i>Portfolio</i> | Use <i>portfolio</i> 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

Rubric -Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | |
|---|---------------------------------------|---|--|---|---|--|--|
| 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 | |
| Event Proposal Introduction 0-3 points | Not included | Includes event description but missing needs and services | Limited event description, summary of client needs and event planner services | Well-written introduction, general event description, summary of client needs and event planner services | | | |
| Event Goal, Objectives, and Evaluation 0-4 points | Not included | Goal and objective(s) are not specific, measurable, attainable, realistic, or timely; missing evaluation criteria | Goal and objective(s) are limited, may not be attainable, realistic, or timely; includes evaluation criteria | Goal and objective(s) are specific, some are measurable, attainable, realistic, or timely; includes evaluation criteria | Goal and objective(s) are specific, measurable, attainable, realistic, and timely; includes evaluation criteria | | |
| Event Dates and Background - Research 0-1 point | | 0 Not included | | 1 Event date options are included | | | |
| Venue/Facility Space 0-3 points | Not included | 1 Space identified but no maps or other information provided | 2 Space map or diagram provided, but no other supporting information | 3 Includes maps, diagrams, weather plans, parking, and restroom access information to support choice | | | |
| Event Personnel Chart 0-3 points | Not included | 1 Limited organizational chart with personnel or role descriptions provided | 2 Organization chart with personnel and role descriptions provided | 3 Detailed organization chart with personnel and role descriptions provided | | | |
| Health and Public Safety 0-3 points | Not included | 1 Limited health, public safety or crisis management plans included | 2 Health, public safety and crisis management plans included | 3 Complete health, public safety and crisis management plans included | | | |
| Planning and Implementation Timeline 0-8 points | Not included | 1 Includes some required data, unrealistic, tasks are not well distributed among members or in timing | 2 Includes most required data, achievable, tasks are distributed among team members but timing is not realistic | 3 Includes all required data, achievable, tasks are well distributed among team members in timing | 4 Detailed and includes all required data, achievable, tasks are well distributed among team members in timing | | |
| Target Attendees and Recruitment Strategy 0-3 points | Not included | 1 Limited demographic information and recruitment strategies are provided | 2 Demographic information generally supports event goals. Recruitment strategies are realistic | 3 Detailed demographic information supports event goals. Recruitment strategies are realistic | | | |
| Sponsor/Advertiser /Exhibitor Recruitment Strategy 0-2 points | Not included | 1 A limited number of sponsors, advertisers and exhibitors are provided | 2 Potential sponsors, advertisers and exhibitors are provided and support event goals | | | | |
| Volunteer Recruitment Strategy 0-3 points | Not included | 1 A listing of volunteers is provided | 2 Listing of roles, estimated number of volunteers, and recruitment methods provided | 3 Detailed listing of roles, estimated number of volunteers, and recruitment methods provided | | | |
| Projected Attendance 0-2 points | Not included | 1 Estimated attendance provided | 2 Estimated attendance and method of determining number provided | | | | |
| Suppliers and Vendors 0-2 points | Not included | 1 Limited listing provided | 2 Detailed listing provided for goods and services | | | | |
| Event Activity Schedule 0-2 points | Not included | 1 Proposed schedule of activities provided | 2 Detailed proposed schedule of activities provided | | | | |

Event Management Level 1 Rubric (continued)

| | | | | |
|---|--|--|--|---|
| Event Marketing 0-3 points | 0 Not included | 1 Did not include pre, during, and post event promotion plans or did not provide samples as required | 2 Limited description of event promotion or did not document each sample as required | 3 Described pre, during, and post event promotion. Documented logo design, poster design, and 1 sample each (pre, during, post) of social media posts |
| Projected Budget and Options 0-6 points | 0 Not included | 1 Budget but lacks detail, missing costs for significant items, or is unrealistic for event | 2 Budget is limited in detail, includes some but not all costs | 3 Detailed listing of projected budget including any required deposits and costs |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information |

ORAL PRESENTATION

| | | | | | | | | | | | |
|--|---|--|---|---|--|---|---|---|---|---|--|
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 Presentation covers all relevant information with a seamless and logical delivery | 7 Presentation covers all relevant information with a seamless and logical delivery | 8 Presentation covers all relevant information with a seamless and logical delivery | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 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 | 2 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 | | | | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between event management project and FCS | 1 Minimal evidence of event management and FCS coursework relationship | 2 Knowledge of event management and relationship to FCS is good | 3 Knowledge of event management and FCS relationship is evident | | | | | | | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | | | | | |
| Voice – pitch, tempo, volume 0-2 points | 0 Voice qualities not used effectively | 1 Voice quality is good, but could improve | 2 Voice quality is outstanding and pleasing | | | | | | | | |
| Body Language/ Clothing Choice 0-2 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | 2 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | | | | | |
| Grammar/Word Usage/ Pronunciation 0-2 points | 0 Extensive (more than 3) grammatical and pronunciation errors | 1 Few (1-3) grammatical and pronunciation errors | 2 Presentation has no grammatical or pronunciation errors | | | | | | | | |
| Responses to Evaluators' Questions 0-5 points | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
 Evaluation Initial _____
 Room Consultant Initial _____



EVENT MANAGEMENT Rubric -Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | | | |
|---|---|---|---|---|--|---|---|--|--|
| 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 | | | |
| Event Volunteering Experience 0-5 points | 0 Not included | 1 Missing information for volunteering experience. Not all participants volunteered at an event | 2 Missing information for volunteering experience. | 3 Limited information provided for volunteering experience. | 4 Information provided for volunteering experience. 1-2 photos | 5 Detailed information provided for volunteering experience. 1-2 photos | | | |
| Event Proposal Introduction 0-3 points | 0 Not included | 1 Includes event description but missing needs, services, or team experience | 2 Limited event description, summary of client needs, event planner services, and team experience | | 3 Well-written introduction, general event description, summary of client needs, event planner services, and team experience | | | | |
| Event Goal, Objectives, and Evaluation 0-4 points | 0 Not included | 1 Goal and objective(s) are not specific, measurable, attainable, realistic, or timely; missing evaluation criteria | 2 Goal and objective(s) are limited, may not be attainable, realistic, or timely; includes evaluation criteria | 3 Goal and objective(s) are specific, some are measurable, attainable, realistic, or timely; includes evaluation criteria | 4 Goal and objective(s) are specific, measurable, attainable, realistic, and timely; includes evaluation criteria | | | | |
| Event Dates and Background - Research 0-1 point | 0 Not included | | 1 Event date options are included. Background research to support event is provided | | | | | | |
| Venue/Facility Space 0-3 points | 0 Not included | 1 One facility space identified or two identified but no maps or other information provided | 2 Two facility options and maps or diagrams provided, but no other supporting information | | 3 Includes two facility options and maps, diagrams, weather plans, parking, and restroom access information to support choices | | | | |
| Event Personnel Chart 0-2 points | 0 Not included | 1 Limited organizational chart with personnel or role descriptions provided | | 2 Detailed organization chart with personnel and role descriptions provided | | | | | |
| Health and Public Safety 0-2 points | 0 Not included | 1 Limited health, public safety or crisis management plans included | | 2 Complete health, public safety and crisis management plans included | | | | | |
| Planning and Implementation Timeline 0-8 points | 0 Not included | 1 Includes some required data, unrealistic, tasks are not well distributed among members or in timing | 2 Includes most required data, achievable, tasks are distributed among team members but timing is not realistic | 3 Includes all required data, achievable, tasks are well distributed among team members in timing | 4 Includes all required data, achievable, tasks are well distributed among team members in timing | 5 Includes all required data, achievable, tasks are well distributed among team members in timing | 6 Includes all required data, achievable, tasks are well distributed among team members in timing | 7 Detailed and includes all required data, achievable, tasks are well distributed among team members in timing | 8 Detailed and includes all required data, achievable, tasks are well distributed among team members in timing |
| Target Attendees and Recruitment Strategy 0-3 points | 0 Not included | 1 Limited demographic information and recruitment strategies are provided | | 2 Demographic information generally supports event goals. Recruitment strategies are realistic | | 3 Detailed demographic information supports event goals. Recruitment strategies are realistic | | | |
| Sponsor/Advertiser /Exhibitor Recruitment Strategy 0-2 points | 0 Not included | 1 A limited number of sponsors, advertisers and exhibitors are provided, no sample provided | | 2 Potential sponsors, advertisers and exhibitors are provided and support event goals. 1 recruitment method sample provided | | | | | |
| Volunteer Recruitment Strategy 0-3 points | 0 Not included | 1 A listing of volunteers is provided but missing information as required | | 2 Listing of roles, estimated number of volunteers, recruitment methods, duties and time requirements provided. | | 3 Detailed listing of roles, estimated number of volunteers, recruitment methods, duties, and time requirements | | | |
| Projected Attendance 0 or 1 point | 0 Not included | 1 Estimated attendance and method of determining number provided | | | | | | | |

Event Management Level 2 Rubric (continued)

| | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|--|---|--|--|---|--|---|--|--|
| Suppliers and Vendors 0 or 1 point | Not included | 0 | | | | 1 | | | | Detailed listing provided for goods and services | | | | | | | | |
| Event Activity Schedule 0 or 1 point | Not included | 0 | | | | 1 | | | | Detailed proposed schedule of activities provided | | | | | | | | |
| Event Marketing 0-3 points | Not included | 0 | | 1 | | 2 | | 3 | | Did not include pre, during, and post event promotion plans or did not provide samples as required | Limited description of event promotion or did not document 2 of each sample as required | Described pre, during, and post event promotion. Documented logo design, poster design, and 2 samples each (pre, during, post) of social media posts | | | | | | |
| Projected Budget and Options 0-6 points | Not included | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | Budget but lacks detail, does not provide 2 pricing options, missing costs for significant items, or is unrealistic for event | Budget is limited in detail, includes 2 pricing options, but not all costs | Detailed listing of projected budget with 2 pricing options, including any required deposits and costs |
| Appearance 0-3 points | Portfolio is illegible and unorganized | 0 | | 1 | | 2 | | 3 | | Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | Portfolio is neat, legible, and professional, with correct grammar and spelling | Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | | | | |

| | | | | | | | | | | | | |
|--|---|--|--|---|--|--|---|---|---|---|----|--|
| ORAL PRESENTATION | | | | | | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | 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 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 Event Planning and Management 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | Little or no evidence of knowledge | Minimal evidence of knowledge | Some evidence of knowledge | Knowledge of planning, budgeting and managing costs is evident but not effectively used in presentation | Knowledge of planning, budgeting and managing costs is evident and shared at times in the presentation | 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 | 0 | 1 | 2 | 3 | | | | | | | | |
| | No evidence of relationship between business and FCS | Minimal evidence of business knowledge and FCS coursework relationship | Knowledge of business and relationship to FCS is good, national program identified | Knowledge of business and FCS relationship is evident, national program identified, and both explained well | | | | | | | | |
| Use of Portfolio during Presentation 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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, tempo, volume 0-3 points | 0 | 1 | 2 | 3 | | | | | | | | |
| | Voice qualities not used effectively | Voice quality is adequate | Voice quality is good, but could improve | Voice quality is outstanding and pleasing | | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 | 1 | 2 | 3 | | | | | | | | |
| | Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | Gestures, posture, mannerisms, eye contact, and clothing are appropriate | Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | | | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 | 1 | 2 | 3 | | | | | | | | |
| | 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 | | | | | | | | |
| Responses to Evaluators' Questions 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



EVENT MANAGEMENT

Rubric -Level 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| PORTFOLIO | | | | | | | | | |
|---|---|--|--|---|---|--|----------|--|--|
| 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 | | | |
| Event Volunteering Experience 0-5 points | 0 Not included | 1 Missing information for volunteering experience. Not all participants volunteered at an event | 2 Missing information for volunteering experience. | 3 Limited information provided for volunteering experience. | 4 Information provided for volunteering experience. 1-2 photos | 5 Detailed information provided for volunteering experience. 1-2 photos | | | |
| Event Proposal Introduction 0-3 points | 0 Not included | 1 Includes event description but missing needs, services, or team resumes | 2 Limited event description, summary of client needs, event planner services, and team resumes | | 3 Well-written introduction, general event description, summary of client needs, event planner services, and resumes | | | | |
| Event Goal, Objectives, and Evaluation 0-4 points | 0 Not included | 1 Goal and objective(s) are not specific, measurable, attainable, realistic, or timely; missing evaluation criteria or sample tool | 2 Goal and objective(s) are limited, may not be attainable, realistic, or timely; includes evaluation criteria and sample tool | 3 Goal and objective(s) are specific, some are measurable, attainable, realistic, or timely; includes evaluation criteria and sample tool | 4 Goal and objective(s) are specific, measurable, attainable, realistic, and timely; includes evaluation criteria and sample tool | | | | |
| Event Dates and Background - Research 0-1 point | 0 Not included | 0 | | | 1 Event date options are included. Background research to support event is provided. Community data included to support event | | | | |
| Venue/Facility Space 0-3 points | 0 Not included | 1 One facility space identified or two identified but no maps or other information provided | 2 Two facility options and maps or diagrams provided, but no other supporting information | | 3 Includes two facility options and maps, diagrams, weather plans, parking, and restroom access information to support choices | | | | |
| Event Personnel Chart 0-2 points | 0 Not included | 1 Limited organizational chart with personnel or role descriptions provided | | 2 Detailed organization chart with personnel and role descriptions provided | | | | | |
| Health and Public Safety 0-2 points | 0 Not included | 1 Limited health, public safety or crisis management plans included | | 2 Complete health, public safety and crisis management plans included | | | | | |
| Planning and Implementation Timeline 0-8 points | 0 Not included | 1 Includes some required data, unrealistic, tasks are not well distributed among members or in timing | 2 | 3 Includes most required data, achievable, tasks are distributed among team members but timing is not realistic | 4 | 5 Includes all required data, achievable, tasks are well distributed among team members in in timing | 6 | 7 | 8 Detailed and includes all required data, achievable, tasks are well distributed among team members in timing |
| Target Attendees and Recruitment Strategy 0-3 points | 0 Not included | 1 Limited demographic information and recruitment strategies are provided | | 2 Demographic information generally supports event goals. Recruitment strategies are realistic | | 3 Detailed demographic information supports event goals. Recruitment strategies are realistic | | | |
| Sponsor/Advertiser /Exhibitor Recruitment Strategy 0-2 points | 0 Not included | 1 A limited number of sponsors, advertisers and exhibitors are provided, 1 sample provided | | | 2 Potential sponsors, advertisers and exhibitors are provided and support event goals. 2 recruitment method sample provided | | | | |
| Volunteer Recruitment Strategy 0-3 points | 0 Not included | 1 A listing of volunteers is provided but missing information as required | | 2 Listing of roles, number of volunteers, recruitment methods, duties, time requirements and training | | 3 Detailed listing of roles, number of volunteers, recruitment methods, duties, time requirements and training | | | |
| Projected Attendance 0 or 1 point | 0 Not included | 0 | | | | | | 1 Estimated attendance and method of determining number provided | |
| Suppliers and Vendors 0 or 1 point | 0 Not included | 0 | | | | | | 1 Detailed listing provided for goods and services | |

Event Management Level 3 and 4 Rubric (continued)

| | | | | | | | | |
|--|---|---|---|--|---|---|--|--|
| Event Activity Schedule 0 or 1 point | 0 Not included | 1 Detailed proposed schedule of activities provided | | | | | | |
| Event Marketing 0-3 points | 0 Not included | 1 Did not include pre, during, and post event promotion plans or did not provide samples as required | 2 Limited description of event promotion or did not document 3 of each sample as required | 3 Described pre, during, and post event promotion. Documented logo design, poster design, and 3 samples each (pre, during, post) of social media posts | | | | |
| Projected Budget and Options 0-6 points | 0 Not included | 1 Budget but lacks detail, does not provide 3 pricing options, missing costs for significant items, or is unrealistic for event | 2 Budget is limited in detail, includes 3 pricing options, but not all costs | 3 Detailed listing of projected budget with 3 pricing options, including any required deposits and costs | | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |
| ORAL PRESENTATION | | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 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 | 2 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. National program identified | 5 Knowledge of planning, budgeting and managing costs is evident and incorporated throughout the presentation. National program and career pathway identified | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between business and FCS | 1 Minimal evidence of business knowledge and FCS coursework relationship | 2 Knowledge of business and relationship to FCS is good, national program identified. FCS career pathway identified | | 3 Knowledge of business and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | |
| Use of Portfolio during Presentation 0-5 points | 0 Portfolio not used during presentation | 1 Portfolio used to limit amount of speaking time | 2 Portfolio used minimally during presentation | 3 Portfolio incorporated throughout presentation | 4 Portfolio used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and portfolio | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



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 | |
| Event Location | |
| Event Organizer/Manager | |
| What is the event goal? | |
| What is/are the event objective(s)? | |
| How is the success of the event measured? | |
| 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? | |



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

1. 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. All visuals and props must be within the *display* (handouts, samples, etc.) and 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 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 | 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 |

| PRESENTATION ELEMENTS 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 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 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:

| | |
|--|--|
| <i>Project Identification Page</i> | 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> | <p>The <i>display</i> must contain coordinates to complement the garment/ensemble/accessory, a fabric profile, cost itemization, and photo storyboard.</p> <p>Fabric Profile: 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.</p> <p>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.</p> <p>Photo Storyboard: 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.</p> <p>Coordinates: 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).</p> <p><i>Note:</i> The <i>display</i> may not contain a live model. The participant may not model the garment/accessory during the presentation.</p> |

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 ½" 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 <i>Visuals</i> and <i>Display</i> | Design original, appealing <i>visuals</i> and <i>display</i> . 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 Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | | |
| Project ID Page 0 or 1 point | 0 Project ID page is missing or incomplete | | | 1 Project ID page is present and completed correctly | | | | |
| Fabric Profile – Swatch and Size 0-1 point | 0 No fabric swatch provided or profile on paper larger than 11" x 17" | | | 1 Fabric swatch provided and profile is on paper not larger than 11" x 17" | | | | |
| Fabric Profile – Fiber Content/Fabric Type 0-2 points | 0 No information or incorrect information provided | | 1 Incomplete information provided or partial error in information | | 2 Correct information including construction, finishes, properties, performance, and care | | | |
| Cost Itemization Accuracy 0-3 points | 0 No cost information | | 1 Many omissions in itemization and errors in calculations | | 2 Most items shown and only one or two errors in calculations | | 3 Completely accurate and thorough | |
| Photo Storyboard 0-3 points | 0 No storyboard provided | | 1 Limited photographs and confusing arrangement | | 2 Adequate photographs arranged in a clear and logical format | | 3 Appropriate number of photographs, arranged well to tell a story | |
| Selection of Coordinates/Accessories 0-3 points | 0 No coordinates or accessories used | | 1 Accessories detract from display | | 2 Somewhat complementary | | 3 Well chosen, very complementary | |
| Display Appearance 0-5 points | 0 Display not used | 1 Display has many errors, does not show evidence of originality and is not aesthetically pleasing | 2 Display has minimal visual appeal and lacks originality | 3 Display needs some improvement in content and design | 4 Display has good word, color, and design choice | 5 Display is creative, appropriate, and of high quality | | |
| FILE FOLDER and ORAL PRESENTATION | | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation covers all topic elements but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation covers information completely but does not flow well | 6 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Construction 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of fashion construction is evident but not effectively used in presentation | 4 Knowledge of fashion construction is evident and shared at times in the presentation | 5 Knowledge of fashion construction is evident and incorporated throughout the presentation | | |
| Use of Display during Presentation 0-5 points | 0 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 | 0 Voice qualities not used effectively | | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | |

Fashion Construction Rubric (continued)

| | | | | | | Points |
|--|--|---|--|---|---|--|
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation |
| CONSTRUCTION SKILLS | | | | | | |
| Effectiveness of Product Construction 0-3 points | 0 Both form and function need improvement | 1 Satisfactory form or function, but not both | 2 Good form and function | 3 Outstanding form and function | | |
| Overall Quality of Workmanship 0-3 points | 0 Low quality, not marketable | 1 Marginal quality of workmanship | 2 Fair quality, somewhat marketable | 3 Very good quality, marketable | | |
| Creativity, Imagination, and Innovation 0-3 points | 0 No evidence | 1 Little evidence | 2 Some evidence | 3 Highly creative, innovative | | |
| Selected Skill Areas 0-24 points | See separate <i>Fashion Construction Skill Area Rubric</i> for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "score" column at right | | | | | |

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 _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

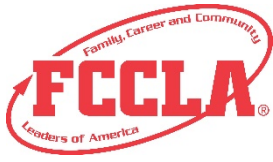
INSTRUCTIONS: Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Points” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area “Points” column on the *Fashion Construction Rubric*.

| EVALUATION CRITERIA | | | | | Points |
|--|----------|-------------|---------|-------------------|--------|
| Possible Points: 0–24 | NOT DONE | LOW QUALITY | QUALITY | EXCELLENT QUALITY | |
| <input type="checkbox"/> Sheer fabric or lace overlay | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Napped fabric or one-way print | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Darts, tucks, and/or pleats | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Gathering, ruffles, shirring, ruching | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Seam finish—stitched & pinked, bound, or serged | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> French, flat-felled, lapped, or slot seam | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Shaped seams—princess or eased | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Graded, trimmed, clipped, and/or notched seams | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Set-in, raglan, or kimono sleeves | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Shoulder or spaghetti straps | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Zipper—centered, lapped, invisible, or separating fly front | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Buttons—shank, sew-through, or covered | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Buttonholes—hand or machine, bound, or loops | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Collar, placket, tabs, or epaulets | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Waistband or sleeve band | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Pockets—patch, inseam, front hip, or welt | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Facings—neckline, armhole, or hemline | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Boning | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Lining | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Closures – grommets, hooks, eyes, snaps | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Hand stitching other than hemming | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Blind-stitched or rolled hem | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Embellishments—applique, felting, smocking, piping, beading, or trims | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> 3-D, Laser Printing | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Fiber optics, electronics/technology | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Reversible design | 0 | 1 | 2 | 3 | |
| <input type="checkbox"/> Knit fabrics | 0 | 1 | 2 | 3 | |

Evaluator’s Comments:

TOTAL SCORE FOR SKILL AREA

(24 points possible)



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.**



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

1. 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 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 |

| PRESENTATION ELEMENTS 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 will submit a <i>portfolio</i> 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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> . |
| 0-8 | <i>Content Divider Pages</i> or Sections | Use 0 to 8 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Fashion Design Specifications (continued)

| | | |
|--------------------------------|------------------------------------|--|
| Up to 35 pages or 45 slides | 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 audience). |
| | 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: <ul style="list-style-type: none"> • 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. |
| | 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. Resources should be reliable and current. |
| | 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.**

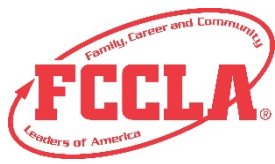
| | |
|-----------------------------|--|
| Collection Sample Pattern | Develop a flat pattern for the collection sample piece(s). The collection sample pattern is complete, all pieces and instructions are included, and appropriately labeled for assembly. Include the collection sample pattern. |
| Collection Sample Condition | The collection sample should be actual size, well-constructed by the participant, and appropriate for a professional 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 Rubric

Name of Participant _____

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 | |
| Label and Explanation 0-3 points | 0 No label developed or explained | 1 Label concept is present but not thoroughly thought out, explained well, creative, or appropriate for the audience | 2 Label concept is two or more of the following: creative, appropriate for the intended audience, thoroughly thought out or explained well | 3 Label concept is creative, appropriate for the intended audience, well thought out, evidenced patterns of buying behavior was researched and studied | | | |
| Knowledge of the Intended Audience 0-3 points | 0 The participant displays no knowledge of the intended audience | 1 The participant displays limited knowledge of the intended audience | 2 The participant displays knowledge of the intended audience, but has not done research about preferences or buying patterns | 3 The participant displays extensive knowledge of the intended audience, and is explained thoroughly | | | |
| Fabric Profiles 0-5 points | 0 No fabric profiles provided | 1 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 | 2 Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements | 3 Most fabrics used in the collection design are represented by a half page or less with a swatch and adequate information for the four description requirements | 4 All fabrics used in the collection design are represented on a half-page or less with a swatch and adequate information for the four description requirements | 5 All fabrics used in the collection design are represented on a half-page or less with a swatch and complete and appropriate information for the four description requirements | |
| Collection Design 0-12 points | 0 No collection design provided | 1 The collection design does not include four complete outfits | 2 The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit | 3 The collection design includes four complete outfits which are well designed, but would not function or fit well | 4 The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience | 5 The collection design contains four complete full color outfits, well designed, proper fit and function, and appeal highly to intended audience, and include all required information | |
| Target Retailer 0-2 points | 0 No target retailer information provided | 1 Both the list of potential retailers and explanations of choices are inadequate | 2 The list is thorough and explanations are well thought out and complete | | | | |
| Pricing 0-2 points | 0 No pricing information provided | 1 Some collection pieces are missing or pricing decisions are listed but or are not appropriate | 2 All collection pieces are represented and pricing decisions are appropriate for the type, quality, and market of the garment | | | | |
| Career Path 0-5 points | 0 No career path provided | 1 Includes two or less goals | 2 Includes three goals | 3 Includes four goals | 4 Includes five career path goals, but they are not well written, realistic, achievable, or challenging | 5 Includes five well written realistic, achievable, and challenging goals for various stages of career path | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Fashion Design Rubric (continued)

| COLLECTION SAMPLE | | | | | | | Points |
|--|---|--|---|--|--|--|--------|
| Collection Sample Pattern 0-4 points | 0 Not provided | 1 Some pattern pieces are included and assembly instructions are incomplete | 2-3 All pattern pieces are included and complete assembly instructions are provided | 4 All pattern pieces are included and labeled appropriately for easy assembly and clear step-by-step assembly instructions are provided | | | |
| Collection Sample Condition 0-4 points | 0 Not provided | 1 Collection sample is in poor condition and does not adequately represent the design | 2-3 Collection sample is actual size and made out of the intended fabric | 4 Collection sample is actual size and made out of the intended fabric. It is well constructed and appropriate for a professional presentation | | | |
| ORAL PRESENTATION | | | | | | | Points |
| Organization/Delivery 0 – 10 points | 0 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 | |
| Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence of project and FCS coursework relationship | 2 Some knowledge of relationship of project and FCS coursework | 3 Knowledge of project and FCS coursework but not shared | 4 Knowledge of project and relationship to FCS is evident and shared | 5 Knowledge of project and FCS relationship is evident and explained well | |
| Knowledge of Textiles, Fashion, and Apparel 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Use of Portfolio and Collection Sample during Presentation 0-5 points | 0 Portfolio and sample not used during presentation | 1 Portfolio and sample used to limit amount of speaking time | 2 Portfolio and sample used minimally during presentation | 3 Portfolio and sample incorporated throughout presentation | 4 Portfolio and sample used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation, portfolio and sample | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____

Room Consultant Initial _____

Evaluator # _____

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

1. 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.

| 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 | 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 |
| * | | | | | | | | * | * |

* 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 Page | Include the national FCCLA emblem, introductory information, social media feed(s) from the local FCCLA chapter, 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 | <i>Project Identification Page</i> | 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 | <i>FCCLA Planning Process Summary Page</i> | 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, <i>graphics</i> , 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.

| | | |
|--|---|---|
| Provide one website page, subpage, or tab for each (minimum 8) | 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.) |
| | 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. |
| | Chapter Leadership | Supply a list of the chapter officers and their responsibilities. |
| | Contact Information | Provide primary contact information and method(s) for the FCCLA chapter. |
| | 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, <i>community</i> 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 (www.creativecommons.org). |

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 CONTENT – DOCUMENTATION | | | | | | | Points |
|--|--|---|---|--|--|---|--------|
| Home Page 0-2 points | 0 Site does not have a unique home page | | 1 2 Home page specific for chapter use. Includes FCCLA emblem, social media feed(s) and visitor tracker | | | | |
| Project Identification Page 0-1 point | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | 1 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | |
| 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 | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | 1 Signed proof of submission from the online form is included | | | | |
| Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point | 0 Did not use one page, subpage, or tab for each | | 1 8 or more website pages, subpages, or tabs for information areas | | | | |
| Documentation/ Works Cited/ Bibliography 0-5 points | 0-1 None cited, or sources are cited but no permissions for using copyrighted work are included | 2 Copyright is questionable and sources list is incomplete | 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 MLA or APA style | 5 Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style | | |
| WEBSITE CONTENT - INFORMATION | | | | | | | |
| Promotion of Family and Consumer Sciences and FCCLA 0-15 points | 0 None provided | 1 2 3 Website is limited in the promotion of FCCLA and FCS | 4 5 6 7 Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs | 8 9 10 11 12 Website promotes FCCLA and FCS as important. User is not moved beyond current expectations | 13 14 15 Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectations | | |
| Membership Information 0-10 points | 0 None provided | 1 2 3 Limited information is provided for membership growth | 4 5 Some information is provided for membership growth | 6 7 Information to recruit, retain, and recognize membership is included | 8 9 10 Growth oriented recruitment, retention, and membership recognition is provided | | |
| Awards/ Recognition 0-5 points | 0 None provided | 1 2 Very few awards or recognitions included | 3 Some chapter and/or member accomplishments provided on limited FCCLA levels | 4 Chapter and/or member accomplishments are provided for all FCCLA levels | 5 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels | | |
| Chapter Leadership 0-5 points | 0 None provided | 1 2 Chapter officers are listed | 3 4 Chapter officers and responsibilities are provided | 5 Chapter officers and detailed responsibilities are provided in an easy-to-read format | | | |
| Contact Information 0-5 points | 0 None provided | 1 2 Minimal information provided | 3 4 Contact information provided but requires user to leave website | 5 Contact information provided and integrated into website | | | |
| Sponsors/Thank You Section 0-10 points | 0 None provided | 1 2 3 Limited information and no links provided | 4 5 1-3 partners are recognized and website links are included | 6 7 4-5 partners are recognized and website links are included | 8 9 10 4-5 partners are recognized, partnership is explained, and website links are included | | |
| Activities Information and Calendar 0-5 points | 0 None provided | 1 2 Limited information provided, but no calendar is available | 3 Limited information provided but calendar is not updated | 4 General information about chapter activities and chapter calendar is up-to-date | 5 Comprehensive information about chapter activities and chapter calendar is up-to-date | | |

FCCLA Chapter Website Rubric (continued)

| | | | | | | Points | | | | | | |
|--|---|--|----------|---|--|---|----------|---|----------|----------|-----------|--|
| Program of Work 0-10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | None provided | Minimal information or activities included in program of work | | Limited participation in local, state, and national programs, limited areas included in program of work | | Good participation in local, state, and national programs in program of work | | Excellent participation in local, state, and national programs is included in a comprehensive program of work | | | | |
| WEBSITE CONTENT – DESIGN AND NAVIGATION | | | | | | | | | | | | |
| Browser Compatibility 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | Very difficult to navigate site or find information. Does not return viewer to home page easily | Some hyperlinks broken, some information not easily located | | Hyperlinks work. Information mostly easy to locate | | All hyperlinks work and viewer can easily locate information and navigate site | | | | | | |
| Licensing 0 or 5 points | 0 | | | | 5 | | | | | | | |
| | The website was not licensed by the participant | | | | A Creative Commons license or copyright statement 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 National Leadership Conference Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | Points |
|--|--|---|---|---|---|--|--------|
| Home Page 0-2 points | 0 Site does not have a unique home page | | 1 2 Home page specific for chapter use. Includes FCCLA emblem, social media feed(s) and visitor tracker | | | | |
| Project Identification Page 0-1 point | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | 1 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | |
| 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 | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | 1 Signed proof of submission from the online form is included | | | |
| Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point | 0 Did not use one page, subpage, or tab for each | | | 1 8 or more website pages, subpages, or tabs for information areas | | | |
| Documentation/ Works Cited/ Bibliography 0-5 points | 0 None cited, or sources are cited but no permissions for using copyrighted work are included | 1 Copyright is questionable and sources list is incomplete | 2 Copyright statements and permissions are included for most sources but in inconsistent format | 3 Copyright statements and permissions are included for all sources. Complete list in MLA or APA style | 4 Copyright statements and permissions are included for all sources. Complete list in MLA or APA style | 5 Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style | |
| WEBSITE CONTENT - INFORMATION | | | | | | | |
| Promotion of Family and Consumer Sciences and FCCLA 0-15 points | 0 None provided | 1 Website is limited in the promotion of FCCLA and FCS | 2 Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs | 3 Website promotes FCCLA and FCS as important. User is not moved beyond current expectations | 4 Website promotes FCCLA and FCS as important. User is not moved beyond current expectations | 5 Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectation | |
| Membership Information 0-10 points | 0 None provided | 1 Limited information is provided for membership growth | 2 Some information is provided for membership growth | 3 Information to recruit, retain, and recognize membership is included | 4 Information to recruit, retain, and recognize membership is included | 5 Growth oriented recruitment, retention, and membership recognition is provided | |
| Awards/ Recognition 0- 5 points | 0 None provided | 1 Very few awards or recognitions included | 2 Some chapter and/or member accomplishments provided by on limited FCCLA levels | 3 Chapter and/or member accomplishments are provided for all FCCLA levels | 4 Chapter and/or member accomplishments are provided for all FCCLA levels | 5 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels | |
| Chapter Leadership 0-5 points | 0 None provided | 1 Chapter officers are listed | | 2 Chapter officers and responsibilities are provided | | 3 Chapter officers and detailed responsibilities are provided in an easy-to-read format | |
| Contact Information 0-5 points | 0 None provided | 1 Minimal information provided | | | 2 Contact information provided but requires user to leave website | 3 Contact information provided and integrated into website | |
| Sponsors/Thank You Section 0-10 points | 0 None provided | 1 Limited information and no links provided | 2 1-3 partners are recognized and website links are included | 3 4-5 partners are recognized and website links are included | 4 4-5 partners are recognized and website links are included | 5 4-5 partners are recognized, partnership is explained, and website links are included | |
| Activities Information and Calendar 0-5 points | 0 None provided | 1 Limited information provided, but no calendar is available | 2 Limited information provided but calendar is not updated | 3 General information about chapter activities and chapter calendar is up-to-date | 4 General information about chapter activities and chapter calendar is up-to-date | 5 Comprehensive information about chapter activities and chapter calendar is up-to-date | |

FCCLA Chapter Website Rubric (continued)

Points

| | | | | | | | | | | | | |
|--|---|---|--|--|---|---|----------|--|----------|---|--|--|
| Program of Work 0-10 points | 0 None provided | 1 Minimal information or activities included in program of work | 2 Limited participation in local, state, and national programs, limited areas included in program of work | 3 | 4 | 5 | 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 CONTENT – DESIGN AND NAVIGATION | | | | | | | | | | | | |
| Browser Compatibility 0-5 points | 0 Website includes components that are not functional without additional plugins. Is not functional on mobile devices | 1 | 2 Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing | 3 Website is functional for 1 or more browsers but is not functional for mobile device viewing | 4 Website is fully functional in at least 2 browsers and is functional for mobile device viewing | 5 Website is fully functional in at least 3 different browsers and is functional for mobile device viewing | | | | | | |
| Appearance 0-5 points | 0 Design choices negatively impact appearance. Many errors in word/text detract from the project | 1 | 2 Design choices do not fully support the project. Noticeable errors begin to detract from the project | 3 Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar | 4 Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar | 5 Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar | | | | | | |
| Navigation 0-5 points | 0 Very difficult to navigate site or find information. Does not return viewer to home page easily | 1 | 2 Some hyperlinks broken, some information not easily located | 3 Hyperlinks work. Information mostly easy to locate | 4 | 5 All hyperlinks work and viewer can easily locate information and navigate site | | | | | | |
| Licensing 0 or 5 points | 0 The website was not licensed by the participant | | | | | 5 A Creative Commons license or copyright statement is included on the website | | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or speaks briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 | 5 Presentation covers information completely but does not flow well | 6 | 7 Presentation covers information completely but does not flow well | 8 | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between project and FCS careers | 1 Minimal evidence of FCS careers knowledge and FCS coursework relationship | 2 Some knowledge of relationship of FCS careers and FCS coursework | 3 Knowledge of FCS careers and FCS coursework but not shared | 4 Knowledge of FCS careers and relationship to FCS is evident and shared | 5 Knowledge of FCS careers and FCS relationship is evident and explained well | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | | |
| Body Language/Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | | | | | | |

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

Evaluator # _____

ROUND 2 TOTAL

Evaluator Initial _____

(134 points possible)

Room Consultant Initial _____

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.

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

ELIGIBILITY & GENERAL INFORMATION

1. 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.

| 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 | 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 |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|----------|-------------|---------------|-----------|-----------------|-------|------------------------|---------|
| 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 <i>display</i> . |
| 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.

| | |
|---|---|
| <i>Project Identification Page</i> | 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 <i>Community</i> Positively | Show how project has a positive impact on children and the <i>community</i> . |
| 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 | <i>Display</i> must be neat, legible, creative, <i>professional</i> 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 Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Addresses a Specific Need 0-5 points | 0 Project did not address a specific child development need | 1 Project did no show evidence of research | 2 Project addressed a specific need, concern, or issue involving child development | 3 Project addressed needs, concerns or issues involving child development which were researched | 4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described | 5 Extensive research and evaluation methods were presented to support the need | |
| Impacts Children and Community Positively 0-6 points | 0 No evidence | 1 Limited information on how the project impacted children or the community | 2 Clear understanding of the positive effect on children, but not how it has impacted the community | 3 Impact on the community was shown | 4 Clear understanding of the positive impact on children and the community with various sources of data and information | 5 6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned | |
| Applies Child Development Concepts 0-5 points | 0 No evidence of child development concepts being used | 1 Child development concepts were limited | 2 Little evidence of child development concepts being applied to the project | 3 Child development concepts were known to the participants | 4 Extensive evidence child development concepts were applied and utilized in the project | 5 Participants could apply child development concepts utilized in the project to new and potential projects and learning | |
| Ability of Participants to Work with Children 0-5 points | 0 No evidence of working with children | 1 Evidence some of the participants worked with the children, but not all of them were actively involved | 2 All participants were involved with working with children | 3 Participants were involved with children and could articulate what they had learned | 4 Evidence of all participants involved working with children during the "ACT" step of the Planning Process | 5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children | |
| Appearance 0-5 points | 0 Display does not document or illustrate project | 1 Display has many errors and is not aesthetically pleasing | 2 Display has minimal appeal both in design and content | 3 Display needs some improvement in content and design | 4 Display is highly creative but lacks real content/Display has strong content and lacks creativity | 5 Display is creative, appropriate, and of high quality/Display has good word, color, and design choices | |
| ORAL PRESENTATION | | | | | | | Points |
| Organization/Delivery 0 – 10 points | 0 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 | |
| Identify Concerns 0-5 points | 0 No evidence of concerns | 1 A limited explanation of concerns was given | 2 Evidence of several concerns but no research or data given as reference | 3 Evidence of 2 or more concerns were generated with some data | 4 Evidence of 2 or more concerns were generated from current research and data | 5 Much evidence and data included on identifying concerns | |
| Set a Goal 0-5 points | 0 No goal was evident | 1 Goal set was not attained or achievable in the time frame of the project | 2 The goal was not clearly defined | 3 Goal was defined in a limited manner | 4 The goal was clearly defined, explained in detail, and partially measurable | 5 Goal was explained, desired outcome was understood, and measurable | |

Focus on Children Rubric (continued)

| | | | | | | | |
|--|---|---|---|--|--|---|--|
| Form a Plan 0-5 points <i>Elements: who, what, when, where, how</i> | 0 Not evident | 1 Most elements clearly defined | 2 3 or more elements were not clearly defined | 3 2 elements were not clearly defined | 4 1 element was not clearly defined | 5 All elements were clearly defined | |
| Act 0-5 points | 0 No evidence | 1 Action was limited | 2 The activity was acted upon but was not clear | 3 Action was explained, plans were limited | 4 The activity was acted upon to meet the goal | 5 Action and plans included evidence of support from partners and collaborators | |
| Follow Up 0-5 points | 0 No evidence | 1 No clear understanding if the goal had been met or there were no notations of what improvements were needed | 2 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 | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of child development is evident but not effectively used in presentation | 4 Knowledge of child development evident and shared at times in the presentation. Used current data but did not explain research methods | 5 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 | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



Food Innovations



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

1. 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. 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 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 | 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 |

| PRESENTATION ELEMENTS 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 <i>display</i> . |
| 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 |
|---|--|---------|---------------|
| <i>Project Identification Page</i> | 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 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 of the FCCLA Student Portal, and include signed proof of submission in the display. | | |
| Original <i>Prototype Formula(s)</i> | Present an original <i>prototype formula(s)</i> and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development, sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing. | | |

Food Innovations Specifications (continued)

| SPECIFICATIONS | LEVEL 1 | LEVEL 2 | LEVEL 3 and 4 |
|-----------------------------------|---|---|--|
| Product Testing Method | <p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum five (5) individuals Test #2—minimum ten (10) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</p> <p>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.</p> | <p>Participants will test their formula in <i>focus groups</i> and modify it two times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</p> <p>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.</p> | <p>Participants will test their formula in <i>focus groups</i> and modify it three times. <i>Focus groups</i> should follow the following guidelines:</p> <p>Test #1—minimum ten (10) individuals Test #2—minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product. Test #3 – test the same individuals from Test #2 (minimum fifteen (15) individuals, who are part of the intended consumer <i>audience(s)</i> of the product.)</p> <p>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.</p> |
| 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 | Create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions. | | |
| 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 (include pictures) and safety precautions taken to ensure a safe test kitchen and sanitary product. Describe how ServSafe procedures were used. | |
| 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 <i>display</i> must be neat, legible, <i>professional</i> and use correct grammar 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 <i>model</i> 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 <i>model</i> 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 <i>model</i> 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 <i>audience</i> and contain all of the appropriate information to be ready for sale. Minimum information required: <ul style="list-style-type: none"> – Product Name – Nutrition Facts Label – Ingredient List – Allergy Warning – Consumption Instructions – Net Weight | | |
| Appearance | The drawing or <i>model</i> must be neat, legible, <i>professional</i> , and visually 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 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)

| SPECIFICATIONS | LEVEL 1 | LEVEL 2 | LEVEL 3 and 4 |
|--|--|----------------|----------------------|
| Use of <i>Display</i> and <i>Visuals</i> During Presentation | Use <i>display</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, 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. | | |

2021-2022 Competition Topics



Meal Kit Components

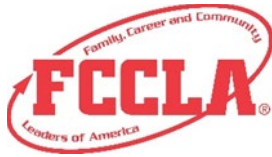
One of the most innovative trends in home meal preparation has been the development of the meal-kit industry. Customers are looking for high quality, convenient and time-saving options to prepare at-home meals while still meeting their nutritional needs and budgets. While some meal kits are provided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



FOOD INNOVATIONS

Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | Points | | | | | |
|--|---|---|---|---|---|--|----------|----------|----------|----------|-----------|--|
| FCCLA Planning Process Summary Page 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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; no more than 1 page | | | | | | |
| Original Prototype Formula(s) 0-10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | 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 | Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly | Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions | 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 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | No evidence of product testing provided | Product testing does not follow the specifications | Product testing followed specifications but the chosen method was not appropriate for the focus group audience | Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented | Product was tested twice 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 tested twice 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 well-implemented | | | | | | |
| Process Storyboard 0-2 points | 0 | 1 | 2 | | | | | | | | | |
| | No process storyboard presented | Limited photographs, confusing arrangements | Appropriate number (minimum 10) of photographs, arranged well to tell a story | | | | | | | | | |
| Nutrition Information 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | No nutrition information provided | Nutrition information does not meet specification requirements | Nutrition information is complete (see specifications for requirements) but most of the information is incorrect | Nutrition information is complete (see specifications for requirements) and the majority of the information is correct | Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level | 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 | 1 | 2 | 3 | | | | | | | | |
| | No equipment list or safety and sanitation precautions | Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate | The equipment list is incomplete OR safety and sanitation precautions are inappropriate | The equipment list is complete and safety and sanitation precautions are appropriate | | | | | | | | |
| Product Summary 0-2 points | 0 | 1 | 2 | | | | | | | | | |
| | No product summary provided | Product summary is lacking information and/or is poorly written | Product summary includes name, target market, and product appeal and is well written | | | | | | | | | |
| Actual and Suggested Pricing 0-3 points | 0 | 1 | 2 | 3 | | | | | | | | |
| | No pricing information provided | Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate | Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or in appropriate | Actual cost of one serving and one package is accurate; suggested pricing is appropriate, and process is explained | | | | | | | | |
| Appearance 0-3 points | 0 | 1 | 2 | 3 | | | | | | | | |
| | Display is illegible and unorganized | Display is neat, but contains grammatical or spelling errors and is organized poorly | Display is neat, legible, and professional, with correct grammar and spelling | Neat and professional, correct grammar and spelling used, effective organization | | | | | | | | |

Food Innovations Rubric Level 1 (continued)

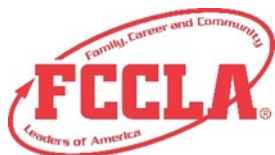
Points

| SUGGESTED PRODUCT PACKAGING | | | | | | |
|--|---|---|--|--|--|---|
| Design Effectiveness 0-3 points | 0 Suggested product packaging not provided | 1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product | 2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product | 3 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 0-3 points | 0 Suggested product packaging not provided | 1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience | 2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience | 3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience | | |
| Appearance 0-2 points | 0 Suggested product packaging not provided | 1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors | 2 Packaging is professional, of high quality, legible, and correct grammar and spelling used | | | |
| ORAL PRESENTATION | | | | | | |
| Organization/Delivery 0 – 10 points | 0 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 |
| Explanation of Product Choice 0-5 points | 0 No product choice explanation | 1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience | 2 Product choice explanation was brief but the product choice is appropriate for topic and audience | 3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience | 4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience | 5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience |
| Knowledge of Food Science, Dietetics, and Nutrition 0-5 points | 0 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, Food Science prototype area not mentioned | 4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned | 5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | |
| Use of Display and Visuals during Presentation 0-3 points | 0 Display and visuals not used during presentation | 1 Display and visuals used minimally during presentation | 2 Display and visuals incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |
| Body Language/Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____
Room Consultant Initial _____
Evaluator # _____



FOOD INNOVATIONS Rubric – Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Original Prototype Formula(s) 0-10 points | 0 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 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 | 5 6 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions | 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 | 9 10 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 | 0 No evidence of product testing provided | 1 2 Product testing does not follow the specifications | 3 4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience | 5 6 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented | 7 8 Product was tested twice 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 | 9 10 Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented | |
| Process Storyboard 0-2 points | 0 No process storyboard presented | | 1 Limited photographs, confusing arrangements | | 2 Appropriate number (minimum 15) of photographs, arranged well to tell a story | | |
| Nutrition Information 0-5 points | 0 No nutrition information provided | 1 Nutrition information does not meet specification requirements | 2 Nutrition information is complete (see specifications for requirements) but most of the information is incorrect | 3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correct | 4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level | 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 | 1 Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate | | 2 The equipment list is incomplete OR safety and sanitation precautions are inappropriate | | 3 The equipment list is complete and safety and sanitation precautions are appropriate. ServSafe procedures are described. Photos are included | |
| Product Summary 0-2 points | 0 No product summary provided | | 1 Product summary is lacking information and/or is poorly written | | 2 Product summary includes name, target market, and product appeal and is well written. Sensory evaluation methods are described | | |
| Actual and Suggested Pricing 0-3 points | 0 No pricing information provided | | 1 Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate | | 2 3 Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate and process is explained | | |
| Appearance 0-3 points | 0 Display is illegible and unorganized | | 1 Display is neat, but contains grammatical or spelling errors and is organized poorly | | 2 3 Display is neat, legible, and professional, with correct grammar and spelling | | |

Food Innovations Rubric Level 2 (continued)

Points

| SUGGESTED PRODUCT PACKAGING | | | | |
|---|--|---|--|--|
| Design Effectiveness 0-3 points | 0 Suggested product packaging not provided | 1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product | 2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product | 3 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 0-3 points | 0 Suggested product packaging not provided | 1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience | 2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience | 3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience |
| Appearance 0-2 points | 0 Suggested product packaging not provided | 1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors | 2 Packaging is professional, of high quality, legible, and correct grammar and spelling used | |

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|--|---|---|----------|----------|----------|----------|-----------|
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 | 10 |
| Explanation of Product Choice 0-5 points | 0 No product choice explanation | 1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience | 2 Product choice explanation was brief but the product choice is appropriate for topic and audience | 3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience | 4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and audience | 5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience | | | | | |
| Knowledge of Food Science, Dietetics, and Nutrition 0-5 points | 0 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, Food Science prototype area not mentioned | 4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned | 5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area | | | | | |
| 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 FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | | | |
| Use of Display and Visuals during Presentation 0-3 points | 0 Display and visuals not used during presentation | 1 Display and visuals used minimally during presentation | 2 Display and visuals incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____

Room Consultant Initial _____

Evaluator # _____



FOOD INNOVATIONS

Rubric – Levels 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Original Prototype Formula(s) 0-10 points | 0 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 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 | 5 6 Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions | 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 | 9 10 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 | 0 No evidence of product testing provided | 1 2 Product testing does not follow the specifications | 3 4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience | 5 6 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 | 7 8 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 | 9 10 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 in a professional manner. Most feedback from testing is well-implemented | |
| Process Storyboard 0-2 points | 0 No process storyboard presented | | 1 Limited photographs, confusing arrangements | | 2 Appropriate number (minimum 20) of photographs, arranged well to tell a story | | |
| Nutrition Information 0-5 points | 0 No nutrition information provided | 1 Nutrition information does not meet specification requirements | 2 Nutrition information is complete (see specifications for requirements) but most of the information is incorrect | 3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correct | 4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant level | 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 | 1 Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate | 2 The equipment list is incomplete OR safety and sanitation precautions are inappropriate | | 3 The equipment list is complete and safety and sanitation precautions are appropriate. ServSafe procedures are described. Photos are included | | |
| Product Summary 0-2 points | 0 No product summary provided | | 1 Product summary is lacking information and/or is poorly written | 2 Product summary includes name, target market, and product appeal and is well written. Sensory evaluation methods are described | | | |
| Actual and Suggested Pricing 0-3 points | 0 No pricing information provided | | 1 Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate | 2 Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate | 3 Actual cost of one serving and one package is accurate; suggested pricing is appropriate | | |
| Appearance 0-3 points | 0 Display is illegible and unorganized | | 1 Display is neat, but contains grammatical or spelling errors and is organized poorly | 2 Display is neat, legible, and professional, with correct grammar and spelling | 3 Neat and professional, correct grammar and spelling used, effective organization | | |

Food Innovations Rubric Level 3 and 4 (continued)

Points

| SUGGESTED PRODUCT PACKAGING | | | | | | |
|--|---|---|--|--|--|---|
| Design Effectiveness 0-3 points | 0 Suggested product packaging not provided | 1 Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product | 2 Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product | 3 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 0-3 points | 0 Suggested product packaging not provided | 1 Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience | 2 Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience | 3 Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience | | |
| Appearance 0-2 points | 0 Suggested product packaging not provided | 1 Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors | 2 Packaging is professional, of high quality, legible, and correct grammar and spelling used | | | |
| ORAL PRESENTATION | | | | | | |
| Organization/Delivery 0 – 10 points | 0 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 |
| Explanation of Product Choice 0-5 points | 0 No product choice explanation | 1 Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience | 2 Product choice explanation was brief but the product choice is appropriate for topic and audience | 3 Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience | 4 Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience | 5 Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience |
| Knowledge of Food Science, Dietetics, and Nutrition 0-5 points | 0 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, Food Science prototype area not mentioned | 4 Knowledge is evident and shared at times in the presentation, Food Science prototype area mentioned | 5 Knowledge is evident and incorporated throughout the presentation and included Food Science prototype area |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | |
| Use of Display and Visuals during Presentation 0-3 points | 0 Display and visuals not used during presentation | 1 Display and visuals used minimally during presentation | 2 Display and visuals incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |
| Body Language/Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____
Room Consultant Initial _____
Evaluator # _____



Hospitality, Tourism, and Recreation



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.

- 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.
- 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. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

ELIGIBILITY & GENERAL INFORMATION

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

| 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 <i>portfolio</i> 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 <i>portfolio</i> before the presentation begins, during participant set up time |
| 10 minutes | Participants will be given 10 minutes to complete the case study in a separate case study room. Participants will turn the completed case study form in to evaluators prior to the oral presentation. |
| 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 | 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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> . |
| 0-8 | <i>Content Divider Pages</i> or Sections | Use 0 to 8 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Hospitality, Tourism, and Recreation Specifications (continued)

| | | |
|---|----------------------------|--|
| <p>Up to 35 8 ½" x 11" pages or 45 slides</p> | Project Focus Area | <p>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:</p> <ul style="list-style-type: none"> • 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. |
| | 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. |
| | Business Website | <p>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:</p> <p>Culinary:</p> <ul style="list-style-type: none"> • 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 <p>Lodging:</p> <ul style="list-style-type: none"> • 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 <p>Recreation:</p> <ul style="list-style-type: none"> • 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) | | <p>Tourism:</p> <ul style="list-style-type: none"> • area attractions, dining, shopping, and lodging • transportation information • tourist tips • visitor's guide • upcoming events • vacation packages and/or sample itineraries • cost • contact information <p>Event Coordination:</p> <ul style="list-style-type: none"> • type(s) of events/meetings • services provided • preferred suppliers • client meetings • risk management • cost • contact information <p>To deliver <i>content</i> for the Business Website section, create a website for the business using a free website builder (see <i>Resources</i> below). The website should easily allow potential and/or committed clients to fully understand and/or utilize the services and amenities provided. Include screen shots of the website in the <i>portfolio</i>. If an internet connection is available, participants may use their actual website rather than their <i>portfolio</i> to present the Business Website information only. The remainder of the project is presented through the hard copy or electronic portfolio. The website should be user-friendly.</p> |
| | 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/ <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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> 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. |
|------------------------------------|---|

Case Study

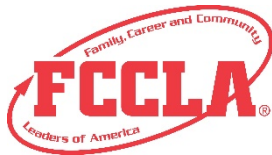
Participant(s) will be given 10 minutes during competition to complete a written case study to evaluate their ability to respond to customer service/customer relations challenges. The case study will be a common issue directly related to the project focus area selected by the participant(s). Each *individual* 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



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.

| ROOM CONSULTANT CHECK | | | Points | | | | | | |
|---|--|--|----------|----------|----------|-------------------------|----------------|------------------|--|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | | | | | | | |
| Event Online Orientation Documentation 0 or 2 points | Official documentation not provided at presentation time or signed by adviser 0 | Official documentation provided at presentation time and signed by adviser 2 | | | | | | | |
| Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point | Binder is not the official FCCLA binder 0 | Binder is the official FCCLA binder 1 | | | | | | | |
| | Electronic Portfolio not in viewable format to the evaluators 0 | Electronic Portfolio in viewable format to the evaluators 1 | | | | | | | |
| Portfolio Pages 0-3 points | Portfolio exceeds the page limit 0 | <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>2 or more errors</td> <td>1 error</td> <td>no errors</td> </tr> </table> Portfolio contains no more than 47 single-sided pages or 58 slides completed correctly, including: <ul style="list-style-type: none"> • 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 | 1 | 2 | 3 | 2 or more errors | 1 error | no errors | |
| 1 | 2 | 3 | | | | | | | |
| 2 or more errors | 1 error | no errors | | | | | | | |
| Punctuality 0-1 point | Participant was late for presentation 0 | Participant was on time for presentation 1 | | | | | | | |

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____ divided by number of evaluators
 _____ = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

FINAL SCORE

(Average Evaluator Score plus 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)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



HOSPITALITY, TOURISM, AND RECREATION Rubric

Name of Participant _____

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 | |
| Project Focus Area 0-1 point | 0 No focus area identified | | | 1 Focus area identified | | | |
| Focus Area Career Summary <i>(Careers, descriptions of entry-level and upper level jobs, qualifications, skills required and preferred job outlook, salary ranges)</i> 0-3 points | 0 Career summary was not included | 1 Summary was missing two or more components, and showed minimal knowledge and understanding of jobs in the focus area | | 2 Summary was missing one component, though showing knowledge and understanding of jobs in the focus area | 3 Summary was complete, showing substantial knowledge and understanding of jobs in the focus area | | |
| Background Research 0-5 points | 0 No background research provided | 1 Little research done using poor sources, and missing 1-2 businesses | 2 Research is from appropriate sources, but missing one business | 3 Research is from appropriate sources, covers three businesses, but missing some of the required positive and negative practices for each | 4 Research is from appropriate sources, covers three businesses, and fully provides overview and five positive and five negative practices for each | 5 Research is from appropriate sources, covers three businesses, fully provides overview and five positive and five negative practices for each. Information is effectively communicated in an organized manner | |
| Business Mission Statement 0-2 points | 0 No business/campaign mission provided | | 1 Business/campaign mission is provided but poorly written or fails to convey message of what the business represents | | 2 Business/campaign mission is concise, well thought out, and conveys message of what the business represents | | |
| Target Client Profile 0-2 points | 0 No target client profile provided | | 1 Target client profile is incomplete or inaccurate | | 2 Target client profile accurately communicates audience and provides sensible reasons for their interest in the services/business | | |
| Business Website: Comprehensive Overview 0-3 points | 0 Website does not provide general information about business/campaign | | 1 Website partially communicates the purpose and general information about the business/campaign in an effective manner | | 2 Website fully communicates the purpose and general information about the business/campaign in an adequate manner | | 3 Website fully communicates the purpose and comprehensive overview of the business/campaign in an effective manner |
| Business Website: Client Services and Knowledge of Respective Area 0-10 points | 0 Website does not provide information about client services | 1 Website is missing 5 or more of the client services or topics required for focus area | 2 Website is missing 3-4 of the client services or topics required for focus area | 3 Website is missing 1-2 of the client services or topics required for focus area | 4 Website is missing 1-2 of the client services or topics required for focus area | 5 Website includes all topics required for the focus area, client services are well developed, thorough, and effectively communicated to potential clients | 6 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 | 0 Website is not provided | | 1 Website is confusing and difficult to navigate | | 2 Website effectively communicates information and is easy to navigate | | |
| Business Website: Appearance and Design 0-2 points | 0 Website is visually appealing | | 1 Website is visually appealing, but for the wrong market | | 2 Website is visually appealing for the target clientele | | |

Hospitality, Tourism, and Recreation Rubric (continued)

Points

| | | | | | | | |
|---|---|---|---|--|---|--|--|
| Customer Service Strategy 0-5 points | 0 No customer service strategy provided | 1 Customer service strategy provided though poorly thought out | 2 Developed a customer service strategy for receiving positive feedback and client complaints | 3 Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff recognition, though no plan for preventing future problems | 4 Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff recognition and prevention plan for future problems | 5 Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff recognition, utilization of testimonials, and prevention plan for future problems | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical/pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |
| CASE STUDY | | | | | | | |
| Knowledge of Subject 0-5 points | 0 No case study provided | 1 Case study is incomplete | 2 Case study response did not show evidence of current data and knowledge | 3 Case study response included a limited amount of current data and knowledge | 4 Case study response included an adequate amount of current data and knowledge | 5 Case study response included an extensive amount of current data and knowledge | |
| Appropriate Solutions 0-5 points | 0 No case study provided | 1 Case study is incomplete | 2 Solution was not feasible or appropriate for the situation | 3 Solution was adequate for the situation | 4 Solution was partially feasible though appropriate for the situation | 5 Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated | |

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

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL

(90 points possible)



HOSPITALITY, TOURISM AND RECREATION Case Study Form

Name of Participant(s) _____

Chapter _____ State _____ Level _

Participants will be given 10 minutes to complete the case study evaluating their ability to respond to customer service/customer relations challenges. Participants will turn in this completed form to evaluators prior to the oral presentation.

Level (choose one): Level 2 (grades 9-10) Level 3 (grades 11-12) Level 4 (Postsecondary)

Project Focus (choose one): Culinary Lodging Recreation
 Tourism Event Coordination

Using the case study provided for the project focus selected above, what steps would you take in response?



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 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 |

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

* 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 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 posted on the school/chapter website. Posted components include: instructional video(s) with copyright notice, 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 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(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 | <i>Project Identification Page</i> | <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. Must be posted on the website in Microsoft Word or PDF format. |
| 1-8 ½" x 11" page | <i>FCCLA Planning Process Summary Page</i> | 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 not 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 _____

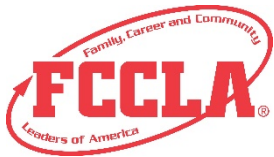
| WEBSITE CONTENT – DOCUMENTATION | | | | | | | | | | Points | | | | | | | |
|--|---|--|--|---|---|--|--|--|--|--|---|---|---|---|---|---|--|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | | | 4 Project Identification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

Instructional Video Design Rubric (continued)

| | | | | | | | |
|------------------------------------|---|---|--|---|---|---|--|
| Documentation 0–5 points | 0 | 1 | 2 | 3 | 4 | 5 | |
| | Sources are cited but no permissions for using copyrighted work is included | 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 | Copyright statements and permissions are included for all sources. Complete list in a consistent format | 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 <i>(see style sheet)</i> | |
| Licensing 0 or 5 points | 0 | | | 5 | | | |
| | The video was not licensed by the participant | | | A Creative Commons license or copyright statement is included in the video | | | |

Evaluator’s Comments:

PRELIMINARY ROUND TOTAL
(100 points possible)



INSTRUCTIONAL VIDEO DESIGN

National Leadership Conference Only

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| WEBSITE CONTENT – DOCUMENTATION | | | | | | | | | | Points |
|--|---|--|---|--|---|---|-------------------------------------|--|--|--------|
| Project Identification Page 0 or 4 points | 0 Project Identification Page is missing, is not completed, or includes incorrect information | | | | 4 Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title | | | | | |
| 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 | | | | |
| Evidence of Online Project Summary Submission 0 or 1 point | 0 Not provided | | | | 1 Signed proof of submission from the online form is included | | | | | |
| Video Design Worksheet 0-15 points | 0 Not included | 1 Worksheet planning is very limited and missing multiple components | 2 3 Represents some planning but provided limited or unnecessary information | 4 5 6 Represents adequate planning but some information is missing | 7 8 9 Represents good planning with information in all field. All elements are appropriate for project and audiences | 10 11 12 Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience | 13 14 15 | | | |
| VIDEO CONTENT | | | | | | | | | | |
| Introduction 0-10 points | 0 No obvious introduction | 1 3 4 Introduction not relevant or appropriate for the presentation | 2 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 | 0 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 | | | | |
| Design 0-10 points | 0 Does not follow storyboard/scripting and is not appropriate for intended age group | 1 3 4 Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness | 2 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 | | | | |
| Technical Quality 0-10 points | 0 No editing is evident | 1 3 4 Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes. | 2 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. | | | | |
| Communication 0-10 points | 0 No images, text, or sound used | 1 3 4 Communication choices and errors distract rather than enhance project, items not licensed for reuse | 2 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 | | | | |

Instructional Video Design Rubric (continued)

| | | | | | | | | | | | | |
|--|---|--|---|--|---|---|----------|---|----------|---|-----------|---------------|
| Ending 0-10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | Abrupt, weak or video simply stops | Does not provide closure | | Somewhat developed but closure does not provide direction for viewer | | Closure and directions are unclear | | Provides closure but direction is somewhat unclear | | Well-developed closure and provides direction to apply knowledge, reflect or call to action | | |
| Documentation 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | Sources are cited but no permissions for using copyrighted work is included | 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 | | Copyright statements and permissions are included for all sources. Complete list in a consistent format | | 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 (<i>see style sheet</i>) | | |
| Licensing 0 or 5 points | 0 The video was not licensed by the participant | | | | | 5 A Creative Commons license or copyright statement is included in the video | | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | Points |
| Organization/Delivery 0 – 10 points | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | 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 logical delivery | | |
| Knowledge of Subject Matter 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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, tempo, volume 0-3 points | 0 | 1 | | 2 | | 3 | | | | | | |
| | Voice qualities not used effectively | Voice quality is adequate | | Voice quality is good, but could improve | | Voice quality is outstanding and pleasing | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 | 1 | | 2 | | 3 | | | | | | |
| | Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | | Gestures, posture, mannerisms, eye contact, and clothing are appropriate | | Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 | 1 | | 2 | | 3 | | | | | | |
| | 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 | | | | | | |
| Responses to Evaluators' Questions 0-5 points | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | |
| | 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:

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: | |
| <input type="checkbox"/> Micro-video Series <input type="checkbox"/> Tutorial <input type="checkbox"/> Training <input type="checkbox"/> Screencast <input type="checkbox"/> Presentation/Lecture | |
| Grade or Target Age Group Level: | |
| Video Duration (<i>Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes</i>): | |
| FCCLA Integration (<i>National Programs, Competitive Events, Meetings/Events, if applicable</i>): | |
| Video Learning Objective(s): | |
| National Family and Consumer Sciences Standards (or others as appropriate): | |
| Career Readiness Practices (Select all that apply): | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Act as a responsible and contributing citizen and employee <input type="checkbox"/> Apply appropriate academic and technical skills <input type="checkbox"/> Attend to personal health and financial well-being <input type="checkbox"/> Communicate clearly and effectively and with reason <input type="checkbox"/> Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> Demonstrate creativity and innovation <input type="checkbox"/> Employ valid and reliable research strategies | <ul style="list-style-type: none"> <input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> Model integrity, ethical leadership and effective management <input type="checkbox"/> Plan education and career paths aligned to personal goals <input type="checkbox"/> Use technology to enhance productivity <input type="checkbox"/> Work productively in teams while using cultural global competence |
| Materials Needed to Create Video: | |
| Instructional Strategies: | |

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):

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

1. 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 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.
4. To purchase the NBKA Kitchen and Bathroom Planning Guidelines with Access Standards, 2nd Edition eBook, visit www.nkba.org.



5. A 3-D model can be added to the floor plan board if 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 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 | 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 |
| | | ■ | ■ | | | ■ | | | * |

* Visuals are design and sample boards only.

INTERIOR DESIGN



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. | |
| 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>file folder</i> and <i>display</i> boards 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. If audio or audiovisual recordings are used, they are limited to a 3-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. |
| 5 minutes | Following the presentation, evaluators and participants will step out of character as designer(s) and clients 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 participants. 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(s), and state.

| | |
|---|--|
| <i>Project Identification Page</i> | 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.

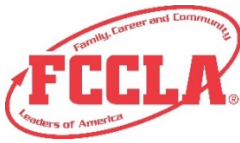


| | |
|---------------------------------|---|
| Floor Plan | Develop a floor plan that is correctly drawn to a consistent $\frac{1}{4}$ "=1' scale, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated. Display on the Design Board. |
| Furniture Arrangement | Design a furniture arrangement that is good for form and function. Show appropriately on floor plan. |
| <i>NKBA Planning Guidelines</i> | Follow <i>NKBA Planning Guidelines</i> 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 $\frac{1}{2}$ "=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 industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate. |
| Use of <i>Display</i> Boards | Use 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 Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER CONTENTS | | | | | | | 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 | | |
| Client Invoice 0-3 points | 0 No client invoice provided | 1 Does not include all required information, or contains errors; or exceeds one single-sided page | | 2-3 Clear and complete invoice in correct order with no errors, professional appearance | | | | |
| BOARD SPECIFICATIONS | | | | | | | Points | |
| Type of Board 0-1 point | 0 Another type of board used | | | 1 Foam, mat, or mat on foam used | | | | |
| Color 0-1 point | 0 Another color board used | | | 1 Solid white or black board used | | | | |
| Size 0-1 point | 0 Board larger than 22" x 30" | | | 1 Board did not exceed 22" x 30" | | | | |
| Business Card 0-1 point | 0 Does not fully meet specifications | | | 1 Fully meets size/contents specification | | | | |
| Illustrations 0-3 points | 0 No illustrations used | 1 Illustrations are limited in quality or quantity is below or above an appropriate amount | 2 Illustrations are appropriate but not overly effective | 3 Highly appropriate and effective illustrations | | | | |
| Overall Effectiveness 0-3 points | 0 Lacking in visual appeal | 1 Minimal visual appeal | 2 Some visual appeal | | 3 Great visual appeal, very effective | | | |
| DESIGN | | | | | | | Points | |
| Scaled Room Floor Plan 0-10 points | 0 Did not appear to use any scale and no architectural features shown | | 1 $\frac{1}{4}$ " scale used, but not consistently. Some architectural features shown and drawn | | | 2-3 $\frac{1}{2}$ " scale used consistently. All architectural features shown and drawn correctly | | |
| Furniture Arrangement 0-3 points | 0 No furniture arrangement shown | 1 Poorly arranged, both form and function | | 2 Good form OR function, not both | | 3 Well-arranged for form and function | | |
| NKBA Planning Guidelines 0-1 point | 0 Did not adhere to NKBA Planning Guidelines | | | 1 Correctly followed NKBA Planning Guidelines where appropriate in design | | | | |
| Specified Elevation 0-4 points | 0 No elevation done | 1 Incorrect scale used | | 2-3 Somewhat well-done/effective using $\frac{1}{2}$ " scale | | 4 Well-done, very effective using $\frac{1}{2}$ " scale | | |
| Samples 0-3 points | 0 No samples provided | 1 Some samples, not all, provided | | 2 Some well-chosen, but not well coordinated | | 3 Well-chosen and coordinated | | |
| Principles of Design 0-3 points | 0 Principles of design not applied | 1 Principles applied only minimally | | 2 Most principles of design applied | | 3 Principles of design applied consistently | | |
| Originality of Design 0-3 points | 0 Little evidence of originality | 1 Some evidence of originality | | 2 Contains both creative elements and "copies" | | 3 Highly original design | | |
| Thoughtfulness of Design 0-3 points | 0 Design shows no consideration of clients' space needs | 1 Some evidence of consideration of clients' needs or design style | | 2 Design meets clients' space needs but does not reflect design style | | 3 Design meets clients' space needs and design style | | |
| Responsible Design 0-3 points | 0 Design shows no consideration for the safety, healthy or welfare of the client or environment | 1 Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched | | 2 Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client | | 3 Design is highly responsible for both the clients' well-being and the environment | | |
| Overall Effectiveness 0-3 points | 0 Lacking in visual appeal | 1 Some visual appeal | | 2 Minimal visual appeal | | 3 Great visual appeal, very effective | | |

Interior Design Rubric (continued)

Points

| ORAL PRESENTATION | | | | | | | | | | |
|--|---|---|---|---|--|---|----------|----------|----------|-------------|
| Organization/ Delivery 0– 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 10 |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | |
| Rationale of Design Decisions Explained 0-5 points | 0 No rationale of design decisions explained | 1 Design decisions are somewhat explained but show little understanding of clients' needs and style | 2 | 3 Design decisions are explained thoroughly and show complete understanding of clients' needs and style | 4 | 5 Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards | | | | |
| Use of Display Boards during Presentation 0-3 points | 0 Display boards are not used during presentation | 1 Display boards used minimally during presentation; incorrect number of boards presented | 2 | 3 2-3 display boards, as required were incorporated throughout presentation | 4 | 5 Presentation moves seamlessly between oral presentation and 2-3 display boards as required | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 | 3 Voice quality is good, but could improve | 4 | 5 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | 2 | 3 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | 4 | 5 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | |
| Grammar/Word Usage/Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 Some (3-5) grammatical and pronunciation errors | 2 | 3 Few (1-2) grammatical and pronunciation errors | 4 | 5 Presentation has no grammatical or pronunciation errors | | | | |
| Responses to Evaluators' Questions 0-4 points | 0 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 | 4 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 _____



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

1. 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.

| 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 | 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 |

| PRESENTATION ELEMENTS 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 will 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. 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 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. Participant(s) will be stopped at 5 minutes. |
| 5 minutes | Following the presentation, evaluators will have 5 minutes to interview participant(s) about the oral presentation 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 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.

| | |
|---|---|
| <i>Project Identification Page</i> | 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, peer groups, school groups, community, or employment relationships</i>). |
| 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> . |
| <i>Works Cited/Bibliography</i> | Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable and current</i> . |

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

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER | | | | | | | 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 | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | Points |
| Organization/Delivery 0-10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Identify Concerns 0-4 points | 0 No evidence of identifying concerns | 1 Identifying concerns and needs are limited in scope | 2 Participants use one or two methods to identify concerns | 3 Participants use surveys, data collection, interviews or other methods to identify concerns | 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 | 0 Not evident | 1 Goal is evident | 2 Goal is clearly stated | 3 Goal is thoroughly stated | 4 Goal is stated in detail with measurable outcomes | | |
| Form a Plan 0-4 points | 0 Not evident | 1 Plan is stated with some detail | 2 Plan is detailed | 3 Plan includes details, timelines, and alternatives | 4 Plan is thorough, feasible and complete | | |
| Act 0-4 points | 0 Not evident | 1 Action steps are evident | 2 Plan is detailed in steps, tasks, and timelines | 3 Plan included analysis of effects of communication technology in family, work, and community settings | 4 Plan includes a thorough understanding and application of communication techniques and solutions | | |
| Evaluation Follow-Up 0-4 points | 0 No evidence | 1 Some evaluation and follow-up is planned | 2 Evaluation plans include multiple strategies | 3 Evaluation and follow-up is detailed and varied in strategies | 4 Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation | | |
| Project Rationale Clearly Stated 0-5 points | 0 No evidence | 1 Project rationale is limited | 2 Rationale for the project is clearly stated | 3 Rationale for the project is stated in a convincing manner, citing reasons and data | 4 Rationale for the project is thorough and compelling | 5 Rationale for the project is thorough, a compelling and urgent need and well documented | |
| Use of Appropriate Techniques 0-5 points | 0 No evidence | 1 Participants understanding limited methods of communication techniques | 2 Participants show some understanding of various communication techniques | 3 Participants show understanding of two or three communication techniques | 4 Participants show understanding and can apply various communication techniques | 5 Participants effectively apply techniques that are effective and appropriate | |

Interpersonal Communications Rubric (continued)

| | | | | | | | | | | | | | | | | Points | |
|--|--|--|--|---|--|---|---|---|---|---|----|----|----|---|----|--------|--|
| Impact on Interpersonal Communications 0-15 points | 0 Not evident | 1 Participants show a limited knowledge of the impact of interpersonal communications through their project | 2 | 3 | 4 | 5 Participants show areas of interpersonal communication that were strengthened by the project | 6 | 7 | 8 | 9 Participants explain one or more of the following: --how similarities and differences among people affect conflict prevention and management in their project --how to create an environment that encourages and respects ideas and perspectives --apply the roles of decision making and problem solving in reducing and managing conflict | 10 | 11 | 12 | 13 Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: --demonstrate processes for cooperating, compromising, and collaborating --demonstrate ethical behavior in family, workplace and community settings --demonstrate strategies to motivate, encourage, and build trust in group members --compare the relative merits of opposing points of view regarding current ethical issues | 14 | 15 | |
| Relationship to FCCLA Purposes and FCS 0-5 points | 0 Not evident | 1 Minimal evidence of FCCLA and FCS relationship | 2 Some knowledge of relationship of FCCLA and FCS | 3 Knowledge of FCCLA and FCS relationship but not shared | 4 Knowledge of FCCLA and FCS relationship is evident and shared | 5 Knowledge of FCCLA and FCS relationship is evident and well explained | | | | | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | | | | | | | | | | | |
| CASE STUDY | | | | | | | | | | | | | | | | | |
| Knowledge of Communication Techniques 0-4 points | 0 Not evident in explanations | 1 Knowledge of communication techniques is limited | 2 Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques | 3 Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management | 4 Knowledge of communication techniques is explained in detail. Apply ethical principles of communication | | | | | | | | | | | | |
| Appropriate Solutions 0-4 points | 0 Not evident | 1 Participants share a limited response to one or two solutions | 2 Participants share feasible and suitable solutions | 3 Participants share many feasible and suitable solutions | 4 Participants share extensive suitable solutions 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 _____ State _____ Level _____

Participants will be given 10 minutes to complete the case study to evaluate their understanding of communication techniques. Participants will turn in this completed form to evaluators prior to the oral presentation.

Level (choose one): Level 1 (through grade 8) Level 2 (grades 9-10) Level 3 (grades 11-12)

Project Focus (choose one):

Community Employment Relationships Family Peer Groups 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

1. Review “Eligibility and General Rules for All Levels of Competition” on page 11 prior to event planning and preparation.
2. 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 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 | 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 |

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

* Presentation Equipment is allowed only for presentation of electronic portfolio.

JOB INTERVIEW

Procedures and Time Requirements for Competition

| | |
|--|--|
| Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or <i>electronic</i>) to the event room consultant at the designated participation time. A job application must be completed and included in the <i>portfolio</i> . Download the form from the STAR Events Resources page of the FCCLA 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 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 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 | <i>Project Identification Page</i> | Plain paper or slide, 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 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> . |
| 0–5 | <i>Content Divider Pages</i> or Sections | Use 0 to 5 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Job Interview Specifications (continued)

| | | | |
|-----------------------------|--|---|---|
| Up to 27 pages or 37 slides | 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 <i>current</i> 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. | |
| | <i>Career-Related Education</i> | 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. | |
| | <i>Educational Enhancement Opportunities</i> | 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 will not be considered by evaluators. Examples or samples of skills will be identified as such and are considered <i>content pages</i> . | |
| | Appearance | <i>Portfolio</i> must be neat, legible, and <i>professional</i> 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 <i>Portfolio</i> | Use <i>portfolio</i> during interview to support understanding of job and emphasize skills. |
| <i>Professional</i> 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 Rubric

Name of Participant _____

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 | | | | | | | | | | | |
| Job Specification Sheet 0-2 points | 0 Job specification sheet not provided | 1 1-4 items provided, or information is incomplete | | | 2 All 5 items provided and are complete | | | | | | | | | | | | |
| Business Communication 0-15 points | 0 None apply | 1-15: Score 1 point for each of these components | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Correct application used <input type="checkbox"/> Completed application <input type="checkbox"/> Cover letter <input type="checkbox"/> Resume <input type="checkbox"/> Recommendation letter #1 | | <input type="checkbox"/> Recommendation letter #2 <input type="checkbox"/> Correct spelling <input type="checkbox"/> Correct grammar <input type="checkbox"/> Consistent font style <input type="checkbox"/> Appropriate font size | | <input type="checkbox"/> Appropriate business format <input type="checkbox"/> Consistently written <input type="checkbox"/> Well-organized <input type="checkbox"/> Reflects current skills and future goals <input type="checkbox"/> Appropriate colors used | | | | | | | | | | | |
| Career Related Education 0-5 points | 0 Not included | 1 Only one of the required items provided | 2 Only two of four items provided | 3 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 | 0 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 | 0 Not included | 1 Only one or two of the items provided | 2 Only three of five items provided | 3 Four of five items provided | 4 Five items provided | 5 All five items provided and relate well to job/career goals | | | | | | | | | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | | | | | | | | | |
| INTERVIEW | | | | | | | | | | | | | | | | | |
| Knowledge of Selected Job 0-10 points | 0 Little evidence of job knowledge | 1 Minimal evidence of job knowledge | 2 | 3 Some evidence of job knowledge | 4 | 5 Knowledge of job is evident but not in interview | 6 | 7 Knowledge of job is evident and shared at times in the interview | 8 | 9 Knowledge of job is evident and incorporated throughout the interview | 10 | | | | | | |
| Communication Skills 0-10 points | 0 Participant does not take part in interview | 1 Interview is brief because participant does not carry on a conversation or answer questions with detail | 2 | 3 Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication | 4 | 5 Participant answers questions and relates to evaluators well | 6 | 7 Participant shows confidence and personality during interview. Answers questions well | 8 | 9 Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively | 10 | | | | | | |
| Responses to Evaluators' Questions 0-15 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 | 3 | 4 Responded to all questions, but without ease or accuracy | 5 | 6 | 7 Responded adequately to all questions | 8 | 9 | 10 Gave appropriate responses to evaluators' questions | 11 | 12 | 13 Responses to questions were appropriate and given without hesitation | 14 | 15 | |
| Use of Portfolio During Interview 0-3 points | 0 Portfolio is not used during interview | 1 Portfolio is referenced but not used to support knowledge or skills | | | 2 Portfolio used minimally to support knowledge and skills | | | 3 Portfolio used appropriately to emphasize knowledge and skills | | | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | | 2 Voice quality is good, but could improve | | | 3 Voice quality is outstanding and pleasing | | | | | | | | | |

Job Interview Rubric (continued)

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

Evaluator's Comments – include two things done 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).

1. 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.

ELIGIBILITY & GENERAL INFORMATION

| 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 | 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 |

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

* Presentation Equipment is allowed only for presentation of electronic portfolio.

LEADERSHIP

Procedures and Time Requirements for Competition

| | |
|---|--|
| Each participant will submit a <i>portfolio</i> (<i>hardcopy</i> or <i>electronic</i>) 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 <i>portfolio</i> (<i>hardcopy</i> or <i>electronic</i>) before the presentation begins, 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 a 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 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, with no <i>graphics</i> 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 | <i>Content Divider Pages</i> or Sections | Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Leadership Specifications (continued)

| | | |
|---|--|---|
| <p>Up to 31 8 ½" x 11" pages or 48 slides</p> | <p>Leadership Profile and Employability Skills Checklist</p>  | <p>Using the “Personal Leadership Profile and 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:</p> <ul style="list-style-type: none"> • FCCLA (national programs, competitive events, Leadership Academy, local/regional/state/national leadership roles, etc.) • School (clubs, sports, activities, etc.) • Personal/Family/<i>Community</i> (employment, clubs, organizations, etc.) <p>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.</p> |
| | <p>Leadership Competencies Inventory (Self) Analysis and Summary</p>  | <p>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 8½“x 11” pages or six slides.</p> |
| | <p>Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary</p>  | <p>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 leadership role and is willing to give helpful and honest insight).</p> <p>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.</p> |
| | <p>Admirable Leader Summary</p> | <p>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.</p> |
| | <p>Leadership Development Plan</p>  | <p>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.</p> |

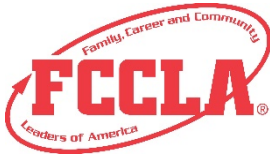
Leadership Specifications (continued)

| | | |
|---|--------------------------------|---|
| Up to 31 8 ½" x 11" pages or 48 slides, continued | 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. |
| | 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 <i>portfolio and 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. |
| Responses to Evaluators' | Provide clear and concise answers to evaluators' questions regarding the project. |



LEADERSHIP Rubric

Name of Participant _____

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 | |
| Leadership Profile and Employability Skills Checklist 0-5 points | 0 Not included | 1 Includes leadership profile or employability skills checklist, but not both | 2 Includes FCCLA, school, and personal/family/community activities. Checklist completed but explanations are incomplete | 3 Includes FCCLA, school, and personal/family/community activities. Checklist completed but explanation does not support identified skills | 4 Includes FCCLA, school, and personal/family/community activities. Checklist completed and explanation generally identified skills | 5 Includes FCCLA, school, and personal/family/community activities. Checklist completed and explanation supports identified skills | |
| Leadership Competencies Inventory (Self) Summary 0-5 points | 0 Not included | 1 Inventory results are presented | 2 Inventory results are presented but analysis inconsistent with results | 3 Analysis and summary communicate most inventory results | 4 Analysis and summary adequately communicate inventory results | 5 Detailed analysis and summary effectively communicate inventory results | |
| Leadership Competencies Inventory (Observer) and Image Awareness Summary 0-10 points | 0 Not included | 1 Image awareness includes feedback from less than 3 observers but does not include strengths or areas for growth | 2 Image awareness includes feedback from 3 observers but does not include strengths or areas for growth | 3 Image awareness includes feedback from 3 observers and summary of strengths and areas for growth | 4 Image awareness includes feedback from 3 observers, reflection on own image, and summary of strengths and areas for growth | 5 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 | 0 Not included | 1 1 admirable leader with limited answers | 2 1 admirable leader provided and partially addressed questions | 3 1 admirable leader provided and thoroughly addressed all questions | | | |
| Leadership Development Plan Objective 1 0-3 points | 0 Not included | 1 Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely. | 2 Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included | 3 Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included | | | |
| Leadership Development Plan Objective 2 0-3 points | 0 Not included | 1 Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely. | 2 Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included | 3 Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included | | | |
| Leadership Development Plan Objective 3 0-3 points | 0 Not included | 1 Goals not appropriate as stated, not specific, measurable, attainable, realistic, or timely. | 2 Goals mostly appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are generally included | 3 Goals appropriate as stated, specific, measurable, attainable, realistic, and timely. Steps to reach goals are included | | | |
| Outside Perspective Reflection 0-2 points | 0 Not included | 1 Only one summary included | 2 Two summaries included | | | | |

Leadership Rubric (continued)

| | | | | | | | | | | | Points | | |
|--|--|--|--|---|--|---|---|---|---|--|---|--|--|
| Leadership Reflection 0-10 points | 0 Not included | 1 Reflection is included | 2 Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership | 3 Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership | 4 Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership | 5 Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership | 6 Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written | 7 Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written | 8 Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written | 9 Reflection shows significant thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written and effectively communicates information | 10 Reflection shows significant thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written and effectively communicates information | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | | | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | | |
| Organization/Delivery 0-10 points | 0 Presentation is not done or speaks briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 Presentation covers all relevant information with a seamless and logical delivery | 7 Presentation covers all relevant information with a seamless and logical delivery | 8 Presentation covers all relevant information with a seamless and logical delivery | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery | | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence of FCS coursework relationship | 2 Some knowledge of relationship of FCS coursework | 3 Knowledge of FCS coursework but not shared | 4 Knowledge of relationship to FCS is evident and shared | 5 Knowledge of FCS relationship is evident and explained well | | | | | | | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | | | | |
| Use of Portfolio and Visuals during Presentation 0-4 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 | 3 Portfolio and visuals incorporated throughout presentation | 4 Portfolio and visuals used effectively throughout presentation | | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____

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



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

1. 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.

| 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 | 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 |

| PRESENTATION ELEMENTS 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. | |
| 5 minutes | Participant(s) will have 5 minutes to set up for the event. Other persons may not assist. |
| | Room consultants and evaluators will have 5 minutes to preview the <i>file folder</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. |
| | 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. |
| 5 minutes | Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will 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.

| | |
|---|---|
| <i>Project Identification Page</i> | 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.

| | |
|---|---|
| <i>Identify Concerns: Relationship to National Program</i> | Explain local concerns and how the <i>national program</i> addresses the concerns. |
| <i>Identify Concerns: Knowledge of the National Program</i> | Review <i>national program</i> selected, its components, and its goals. |
| <i>Set a Goal: Structure</i> | State what you want to accomplish in concrete and measurable terms. |
| <i>Set a Goal: Appropriate Goal</i> | 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. |
| <i>Form a Plan: Organization</i> | Present plan in the chronological sequence in which it was accomplished. |
| <i>Form a Plan: Logistics and Timeline</i> | 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. |
| <i>Act: Action Taken on Plan</i> | Explain how plan was carried out. Show specific steps used to complete project. |
| <i>Act: Use of Resources and Partners</i> | Identify attempts to develop relationships with partners and <i>resources</i> that enhance the project. |

National Programs in Action Specifications, continued

| | |
|---|--|
| <i>Follow Up: Publicity and Recognition</i> | Share methods of publicizing project efforts and recognizing participants. |
| <i>Follow Up: Evaluation</i> | 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 <i>visuals</i> 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 Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

National Program (check one):

- | | |
|--|---|
| <input type="checkbox"/> Career Connection <input type="checkbox"/> FACTS (Families Acting for Community Traffic Safety) <input type="checkbox"/> Financial Fitness <input type="checkbox"/> Stand Up | <input type="checkbox"/> Community Service <input type="checkbox"/> Families First <input type="checkbox"/> Power of One <input type="checkbox"/> Student Body |
|--|---|

| EVALUATION CRITERIA | | | | | | | Points |
|--|---|---|---|---|---|--|--------|
| <i>Identify Concerns:</i> Relationship to the National Program 0-5 points | 0 No concern is listed | 1 Concern is identified | 2 Concern is identified with 1-2 statements of the issue | 3 Concern is identified with 2-3 statements of the issue and how it relates to the national program | 4 Concern is identified with 3 or more compelling statements of the need and relation to the national program | 5 Concern is written well with 4 or more compelling statements of the need and relation to the national program | |
| <i>Identify Concerns:</i> Knowledge of the National Program 0-5 points | 0 No knowledge apparent | 1 Knowledge of the national program seems limited | 2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated | 3 National program knowledge is explained in presentation | 4 Extensive knowledge is apparent through the presentation | 5 Extensive knowledge is explained and applied to the project | |
| <i>Set a Goal:</i> Structure 0-5 points | 0 Goal is missing | 1 Goal is simplistically stated | 2 Goal is stated adequately | 3 Goal is stated strongly with some steps identified | 4 Goal is stated strongly; ambitious and clear steps are identified | 5 Ambitious goal is stated, and articulated with clear steps and evaluation methods | |
| <i>Set a Goal:</i> Appropriate Goal 0-5 points | 0 Goal is missing | 1 Goal is inappropriate for the project | 2 Goal is relevant but does not relate to a national program | 3 Goal relates to a national program | 4 Goal relates to an issue and a national program, but relevance is unclear | 5 Goal explicitly states relationship to a community, school, national, or international issue, and a national program | |
| <i>Form a Plan:</i> Organization 0-5 points | 0 No plan is presented | 1 Plan is presented with minimal steps | 2 Plan is stated with 3-5 steps | 3 Plan is clearly stated with 3-5 steps and a timeline identified | 4 Plan is multi-phased, chronologically sequenced, and has measurable expectations | 5 Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level | |
| <i>Form a Plan:</i> Logistics and Timeline 0-5 points | 0 Plan does not include logistics | 1 Logistics and timeline information have been considered, but no evidence is given in the plan | 2 Logistics and timeline are somewhat unclear | 3 Logistics and timeline have some gaps and need more detailed descriptions | 4 Logistics and timeline are complete but could explain with more detail | 5 Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments | |
| <i>Act:</i> Action Taken on Plan 0-5 points | 0 No action plan presented | 1 Some actions are explained | 2 All actions are explained | 3 All actions are explained with mention of possible barriers and outcomes expected | 4 Each action step is taken but explanation given is limited | 5 Each action step is taken and full explanation is given of actions and outcomes | |

National Programs in Action Rubric (continued)

Points

| | | | | | | | |
|--|---|--|--|--|---|--|--|
| Act: Use of Resources and Partners 0-5 points | 0 No evidence of partnerships or resources | 1 Limited evidence of partnerships and resources | 2 Evidence of partnerships and resources exploration, but no action to develop relationships was taken | 3 Evidence of search for partners and resources with appropriate action to begin relationships | 4 The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project | 5 The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project | |
| Follow Up: Publicity & Recognition 0-5 points | 0 There are no publicity or recognition strategies | 1 Publicity and recognition are acknowledged, but not an intentional component | 2 Publicity and recognition strategies are limited in use | 3 Publicity is utilized at many steps of the action plan, recognition is evident | 4 Publicity is utilized throughout the action plan, recognition is evident and appropriate | 5 Publicity is utilized throughout, recognition is evident. Both are creative and purposeful | |
| Follow Up: Evaluation 0-5 points | 0 Evaluation methods are not evident in the plans | 1 Evaluation methods are mentioned | 2 Evaluation methods are included in the plans and results | 3 Evaluation methods are evident, but their purpose and outcomes are insufficient | 4 Evaluation methods are evident, purposefully used and broad outcomes are listed | 5 Evaluation methods are evident, purposefully used, and measurable outcomes listed | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 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 the presentation | 4 Knowledge of subject matter is evident and in shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence of FCS coursework relationship | 2 Some knowledge of relationship of project and FCS coursework | 3 Knowledge of project and FCS coursework but not shared | 4 Knowledge of project and relationship to FCS is evident and shared | 5 Knowledge of project and FCS relationship is evident and explained well | |
| Use of Visuals during Presentation 0-6 points | 0 Visuals not used during presentation | 1 Visuals used to limit amount of speaking | 2 Visuals used minimally during presentation | 3 Visuals used throughout presentation | 4 Visuals used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation and visuals | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



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

1. 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 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, 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 will submit a <i>portfolio</i> 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 <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.

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 and 4 |
|-------------------------------|--|--|---------|---------------|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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. | | |
| 0-9 | <i>Content Divider Pages</i> or Sections | Use 0 to 9 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . | | |

Nutrition and Wellness Specifications (continued)

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 and 4 |
|--|---------------------------------|--|---|--|
| 1-8 ½" x 11" page or 2 slides | Subject Profile | <p>The participant(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information.</p> <p>Choose one individual on the team. The project should concern the individual participant's own nutrition and wellness.</p> | <p>The participant(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information.</p> <p>Choose one of the following two options: 1) Family: the project should concern one of the individual participant's family's nutrition and wellness (the members of the immediate family or all those living in the residence together) 2) 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.)</p> | |
| 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 <i>current</i> 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. |
| Up to 35 8 ½" x 11" pages or 45 slides | Nutrition and Wellness Tracking | The participant will track <i>current</i> 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 <i>current</i> 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 <i>current</i> 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. |
| | 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. |
| | | <p>* Please note: If health concerns are involved, the participant should seek the assistance of a trained <i>professional</i> (doctor, dietitian, personal trainer, etc.). Participants should not consider themselves experts in nutrition and wellness.</p> | | |

Nutrition and Wellness Specifications (continued)

| SPECIFICATIONS | | 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 cite all references. Resources should be <i>reliable</i> and <i>current</i> . | | |
| | Appearance | <i>Portfolio</i> must be neat, legible, and <i>professional</i> 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 organized, sequential manner; concisely and thoroughly summarize project. | | |
| Knowledge of Nutrition and Wellness | 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 phases of the project. Use original, creative, and appealing <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. | | |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding the project. | | |

Resources

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



NUTRITION AND WELLNESS Rubric – Level 1

Name of Participant _____

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 | 0 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 | 3 4 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 | 0 Not included | 1 Incomplete tracking or summary | | 2 Tracking and summary is provided | 3 Complete list of tracking for 4 days is provided and summary is accurate | | |
| Nutrition and Wellness Concerns 0–3 points | 0 No concerns provided | 1 3 or fewer concerns and goals are outlined but are not appropriate | | 2 A minimum of 3 concerns and 3 goals are outlined and are mostly appropriate | 3 A minimum of 3 concerns and 3 goals are outlined and are appropriate | | |
| 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 3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely | 4 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 | 0 Not provided | 0 | | 1 2 Plan is included | 3 4 Plan is included and meets needs in accordance with goals | | |
| Wellness Plan 0–3 points | 0 No plan provided | 1 Plan provided with no value or variety in experiences | | 2 Adequate plan provided with good variety and value of experiences | 3 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood | | |
| Implementation Summary 0–5 points | 0 Not included | 1 2 Insufficient documentation or summary | | 3 4 Documented discussion and implementation summary provided | 5 Documented discussion and comprehensive summary of implementation provided | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | |

Nutrition and Wellness Rubric Level 1 (continued)

Points

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|---|---|--|---|---|--|---|--|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Nutrition and Wellness 0-5 points | 0 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 | 0 No evidence of relationship between project and FCS | 1 Minimal evidence and FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | | | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | | | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 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 | 0 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 | | 4 Gave appropriate responses to evaluators' questions | | 5 Responses to questions were appropriate and given without hesitation | | |

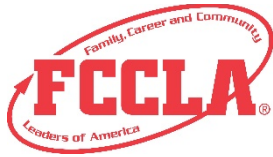
Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



NUTRITION AND WELLNESS Rubric – Level 2

Name of Participant _____

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 | 0 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 | 3 4 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 for topic, from reliable sources, does not adequately cover the topic | 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 | 0 Not included | 1 Incomplete tracking or summary | | 2 Tracking and summary is provided | 3 Complete list of tracking for 7 days is provided and summary is accurate | | |
| Nutrition and Wellness Concerns 0–3 points | 0 No concerns provided | 1 4 or fewer concerns and goals are outlined but are not appropriate | | 2 A minimum of 4 concerns and 4 goals are outlined and are mostly appropriate | 3 A minimum of 4 concerns and 4 goals are outlined and are appropriate | | |
| Nutrition and Wellness Goals 0–5 points | 0 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 | 0 Not provided | 1 2 Plan is included | | 3 4 Plan is included and meets needs in accordance with goals | | | |
| Wellness Plan 0–3 points | 0 No plan provided | 1 Plan provided with no value or variety in experiences | | 2 Adequate plan provided with good variety and value of experiences | 3 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood | | |
| Implementation Summary 0–5 points | 0 Not included | 1 2 Insufficient documentation or summary | | 3 4 Documented discussion and implementation summary provided | | 5 Documented discussion and comprehensive summary of implementation provided | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | |

Nutrition and Wellness Rubric Level 2 (continued)

Points

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|---|---|--|---|---|--|---|--|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Nutrition and Wellness 0-5 points | 0 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 | 0 No evidence of relationship between project and FCS | 1 Minimal evidence of FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | | | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | | | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 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 | 0 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 | | 4 Gave appropriate responses to evaluators' questions | | 5 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 _____



NUTRITION AND WELLNESS

Rubric – Level 3 and 4

Name of Participant _____

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 | 0 Not provided | 1 Profile is included but vaguely referred to | 2 Profile has some evidence of self-assessment | 3 Explained somewhat, but not documented sources of profile | 4 Documented resources used for profile | 5 Documented resources used, described role of profile in project | |
| Nutrition and Wellness Research 0–10 points | 0 Not explained | 1 Some research done but incomplete information, does not address both nutrition and wellness issues | 2 Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic | 3 Research for 5 nutrition and 5 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic | 4 Research for 5 nutrition and 5 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic | 5 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 | 1 Incomplete tracking or summary | 2 Tracking and summary is provided | 3 Complete list of tracking for 10 days is provided and summary is accurate | | | |
| Nutrition and Wellness Concerns 0–3 points | 0 No concerns provided | 1 5 or fewer concerns and goals are outlined but are not appropriate | 2 A minimum of 5 concerns and 5 goals are outlined and are mostly appropriate | 3 A minimum of 5 concerns and 5 goals are outlined and are appropriate | | | |
| 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 | 4 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 | 0 Not provided | 1 Plan is included | 2 Plan is included and meets needs in accordance with goals | | | | |
| Wellness Plan 0–3 points | 0 No plan provided | 1 Plan provided with no value or variety in experiences | 2 Adequate plan provided with good variety and value of experiences | 3 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood | | | |
| Implementation Summary 0–5 points | 0 Not included | 1 Insufficient documentation or summary | 2 Documented discussion and implementation summary provided | 3 Documented discussion and comprehensive summary of implementation provided | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Nutrition and Wellness Rubric Level 3 and 4 (continued)

Points

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|---|---|--|---|---|--|---|--|
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Nutrition and Wellness 0-5 points | 0 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 | 0 No evidence of relationship between project and FCS | 1 Minimal evidence of FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | | | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | | | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | | 1 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 | 0 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 | | 4 Gave appropriate responses to evaluators' questions | | 5 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 _____

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.
- 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.
- 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.
- 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.
- 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 |
| 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 |

| 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.

| | |
|--|--|
| At the designated time, participants will report to the planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of <i>Robert's Rules of Order Newly Revised 11th Edition</i> . Possible topics of new business include, but are not limited to, the following: plans to increase chapter membership, fundraising ideas for local chapter, public relations or promotional projects, <i>community</i> service projects, and participation in FCCLA <i>national programs</i> . | |
| 15 minutes | Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15-minute time frame.) |
| 20 minutes | Participants will move to a demonstration room to present. The demonstrated meeting may be up to 20 minutes in 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 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 <i>Robert's Rules of Order Newly Revised 11th Edition</i> . |
| 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 | Demonstrate each ability correctly, in a proper sequence, and at an appropriate time during the meeting. NOTE: To receive credit for demonstrating each ability correctly, amendments may apply to one or more motions. |
| Amend a Motion | |
| Point of Order or Parliamentary Inquiry | |
| Division of the Assembly or Division of the Question | |
| Previous Question | |
| Request for Information | |
| Postpone to a Certain Time | |
| Refer to a Committee | |
| Lay on the Table | |
| Question of Privilege or Recess | |

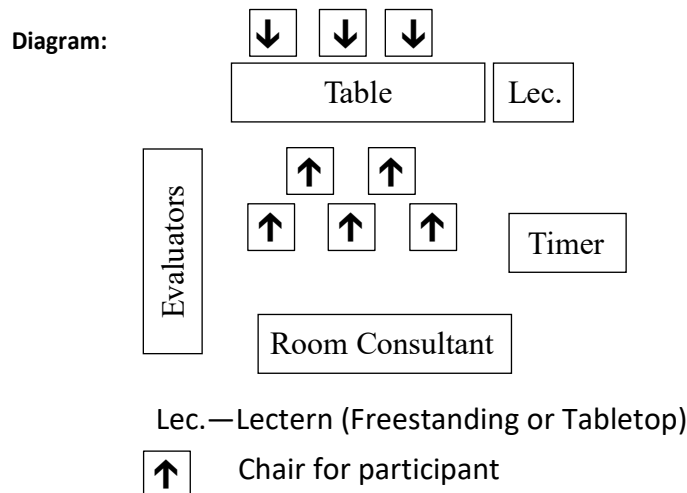
Parliamentary Procedure Specifications (continued)

| | |
|-----------------------------------|--|
| 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 | <i>Team</i> conducts itself in appropriate, <i>professional</i> , and poised manner. |
| Impartiality of Presiding Officer | Presiding officer uses entire <i>team</i> and their ideas. |
| <i>Team</i> 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 Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DEMONSTRATED MEETING | | | | | |
|---|---|---|--|--|--|
| Proper Use of Parliamentary Law 0–5 points | 0 Team did not demonstrate any Parliamentary Law according to <i>Robert's Rules of Order Newly Revised 11th edition</i> | 1–2 Team lacked basic understanding of parliamentary law according to <i>Robert's Rules of Order Newly Revised 11th Edition</i> | 3–4 Team incorrectly carried out parliamentary procedures twice according to <i>Robert's Rules of Order Newly Revised 11th Edition</i> | 5 Team carried out all procedures correctly according to <i>Robert's Rules of Order Newly Revised 11th Edition</i> | |
| Proper Recognition of Chair and All Members 0–3 points | 0 Members were never recognized by chair before speaking | 1 Proper recognition of the chair and members were met some of the time | 2 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 0–3 points | 0 Team did not follow agenda | 1 Team did not address all agenda items | 2 Team addressed all agenda items, but some were not done properly | 3 Team addressed all agenda items properly | |
| Main Motion 0–3 points | 0 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 | 0 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 | 0 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 | 2 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 | 0 Team did not demonstrate previous question | 1 Team did not complete previous question | 2 Team completed previous question, but did so incorrectly | 3 Team correctly demonstrated previous question | |
| Request for Information 0–3 points | 0 Team did not demonstrate request for information | 1 Team did not complete request for information | 2 Team completed request for information, but did so incorrectly | 3 Team correctly demonstrated request for information | |
| Postpone to a Certain Time 0–3 points | 0 Team did not demonstrate postpone to a certain time | 1 Team did not complete postpone to a certain time | 2 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 | 2 Team completed refer to a committee, but did so incorrectly | 3 Team correctly demonstrated refer to committee | |
| Lay on the Table 0–3 points | 0 Team did not demonstrate lay on the table | 1 Team did not complete lay on the table | 2 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 | 0 Team did not demonstrate question of privilege or recess | 1 Team did not complete question of privilege or recess | 2 Team completed question of privilege or recess, but did so incompletely | 3 Team correctly demonstrated question of privilege or recess | |

Parliamentary Procedure Rubric (continued)

| | 0-1 | | | | | | | | | | 2 | | | | | 3 | | | | | 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 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | |
| | Limited quality discussion and involvement of members | | | | | Quality of discussion and appropriate member involvement | | | | | Quality of discussion, diversity of viewpoints and appropriate involvement | | | | | | | | | | |
| Clarity of Expression and Voice 0-3 points | 0 | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |
| | Speech unclear, weak voice projection, incorrect pronunciation, poor grammar | | | | | Few team members use clear speech or voice projection, or pronunciation or proper grammar | | | | | Most team members use clear speech or voice projection, or pronunciation or proper grammar | | | | | Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar | | | | | |
| Poise 0-3 points | 0 | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |
| | 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 hand gestures, good posture, good eye contact | | | | | |
| Impartiality of Presiding Officer 0-3 points | 0 | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |
| | Did not call on all members, states own opinion | | | | | The presiding officer rarely calls on all members and/or rules fairly on motions | | | | | The presiding officer usually calls on all members and/or rules fairly on motions | | | | | The presiding officer always calls on all members and/or rules fairly on motions | | | | | |
| Team Participation 0-3 points | 0 | | | | | 1 | | | | | 2 | | | | | 3 | | | | | |
| | Clearly there is no team participation | | | | | The meeting participation relies primarily on one or two members | | | | | Most team members are actively involved in the meeting | | | | | All team members were actively involved in carrying out the meeting (except secretary) | | | | | |
| Debate includes FCCLA Purposes 0-1 point | 0 | | | | | | | | | | 1 | | | | | | | | | | |
| | Team did not include FCCLA Purposes, Mission or facts | | | | | | | | | | Team used FCCLA Purposes, Mission or facts in a majority of debate | | | | | | | | | | |
| SECRETARY'S RECORD | | | | | | | | | | | | | | | | | | | | | |
| Secretary's Record 0-2 points | 0 | | | | | 1 | | | | | 2 | | | | | | | | | | |
| | Most information is missing and agenda items were not recorded | | | | | Unorganized and some agenda items not recorded | | | | | Organized and contain all required agenda items | | | | | | | | | | |

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

Points

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:

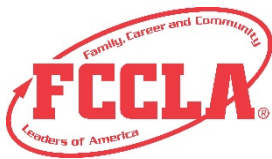
“This meeting of the _____ Chapter of Family, Career and Community Leaders of America® is now adjourned.” (Raps gavel.)

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 Officer _____

of members present _____ Date _____ Time _____ Place _____

Opening Ceremony YES NO Quorum present YES NO

Minutes of the previous meeting were read YES NO Approved YES NO

Corrections YES NO Notes: _____

Treasurer's Report YES NO Attached Filed for audit

Balance on hand _____

REPORTS, MOTIONS, ETC. Motion by 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



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

1. 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.

| 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 | 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 |

| 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 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. |
| | Room consultants and evaluators will have 5 minutes to preview the file folder 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. |
| 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. File folders will 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 |
|---|---|---|--|
| <i>Project Identification Page</i> | 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 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. |
| <i>Works Cited/Bibliography</i> | Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . | | |

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 audience attention. Use visuals as a part of the introduction. | |

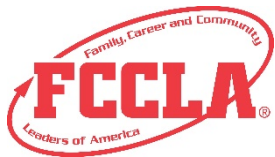
Professional Presentation Specifications (continued)

| 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 appropriate length within the 10-minute timeframe for the information presented. | | |
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner as outlined. | | |
| 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 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 <i>Content</i> | Support, illustrate, and/or complement <i>content</i> of presentation. |
| Creativity of <i>Visuals</i> | Use creative methods to illustrate presentation. |
| Use of <i>Visuals</i> | Presentation aids must be visible to the <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling. |



PROFESSIONAL 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' 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 CHECK | | | Points |
|--|--|--|---|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| Event Online Orientation Documentation 0 or 2 points | Official documentation not provided at presentation time or signed by adviser 0 | Official documentation provided at presentation time and signed by adviser 2 | |
| File Folder 0-4 points | 0 No File Folder presented | 1 2 3 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content | 4 File Folder is presented with correct labeling and sufficient evaluators materials <ul style="list-style-type: none"> • Project ID page • Planning Process Summary • Project Summary Submission Proof • Prior Professional Presentation Documentation • Works Cited |
| Punctuality 0-1 point | 0 Participant was late for presentation | 1 Participant was on time for presentation | |

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____

 divided by number of evaluators
 = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL

(10 points possible)

AVERAGE EVALUATOR SCORE

(90 points possible)

FINAL SCORE

(Average Evaluator Score plus 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)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



PROFESSIONAL PRESENTATION

Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER | | | | | | | 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 | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | |
| Introduction 0-5 points | 0 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 | 0 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 knowledge and FCS coursework relationship | 2 Knowledge of relationship to FCS is good | 3 Knowledge and FCS relationship is evident | | | |
| Methods or Techniques to Address the Issues of Concern 0-12 points | 0 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 empathizes | 10 11 12 Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do | |
| Summary 0-5 points | 0 Not provided | 1 2 Poor summary with weak conclusion | 3 4 Provided a summary but concluding statement could be stronger | 5 Excellent summary includes 2 or more major points and with strong concluding statement | | | |
| Length of Presentation 0-3 points | 0 Did not speak | 1 Spoke very briefly or was stopped | 2 Spoke an appropriate length but could have expanded more on presentation | 3 The presentation was within 10 minutes and all information was covered for an appropriate length of time | | | |
| Organization/Delivery 0 – 10 points | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |

Professional Presentation Rubric Level 1 (continued)

| | | | | | | | Points |
|--|---|---|--|---|---|--|--------|
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |
| VISUALS/PROPS | | | | | | | |
| Effectively Illustrate Content 0-5 points | 0 Visuals not provided | 1 Visuals are weak in supporting the presentation | 2 Visuals support the presentation but do not complement the content | 3 Somewhat creative, original and appealing | 4 Highly original, very appealing, and creative | 5 Presentation moves seamlessly between oral presentation and visuals | |
| Creativity of Visuals 0-5 points | 0 Visuals not used during presentation | 1 Visuals used to limit amount of speaking time | 2 Visuals not original, lacking appeal or creativity | 3 Visuals used minimally during presentation | 4 Visuals incorporated throughout presentation | 5 Visuals used effectively throughout presentation | |
| Use of Visuals 0-5 points | 0 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 well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____



PROFESSIONAL PRESENTATION Rubric – Level 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER | | | | | | | 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 | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | Points |
| Introduction 0-5 points | 0 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 | 0 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 | 2 Knowledge and relationship to FCS is good, national program identified | 3 Knowledge and FCS relationship is evident, national program identified, and both explained well | | | |
| Methods or Techniques to Address the Issues of Concern 0-12 points | 0 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 | 0 Not provided | 1 2 Poor summary with weak conclusion | 3 4 Provided a summary but concluding statement could be stronger | 5 Excellent summary includes 3 or more major points and with strong concluding statement | | | |
| Length of Presentation 0-3 points | 0 Did not speak | 1 Spoke very briefly or was stopped | 2 Spoke an appropriate length but could have expanded more on presentation | 3 The presentation was within 10 minutes and all information was covered for an appropriate length of time | | | |
| Organization/Delivery 0-10 points | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |

Professional Presentation Rubric Level 2 (continued)

| | | | | | | | Points |
|--|---|---|--|---|---|--|--------|
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |
| VISUALS/PROPS | | | | | | | |
| Effectively Illustrate Content 0-5 points | 0 Visuals not provided | 1 Visuals are weak in supporting the presentation | 2 Visuals support the presentation but do not complement the content | 3 Somewhat creative, original and appealing | 4 Highly original, very appealing, and creative | 5 Presentation moves seamlessly between oral presentation and visuals | |
| Creativity of Visuals 0-5 points | 0 Visuals not used during presentation | 1 Visuals used to limit amount of speaking time | 2 Visuals not original, lacking appeal or creativity | 3 Visuals used minimally during presentation | 4 Visuals incorporated throughout presentation | 5 Visuals used effectively throughout presentation | |
| Use of Visuals 0-5 points | 0 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 well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____



PROFESSIONAL PRESENTATION Rubric – Level 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER | | | | | | | 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 | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | |
| Introduction 0-5 points | 0 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 | 0 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 FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | |
| Methods or Techniques to Address the Issues of Concern 0-12 points | 0 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 | 0 Not provided | 1 2 Poor summary with weak conclusion | | 3 4 Provided a summary but concluding statement could be stronger | 5 Excellent summary includes 4 or more major points and with strong concluding statement | | |
| Length of Presentation 0-3 points | 0 Did not speak | 1 Spoke very briefly or was stopped | | 2 Spoke an appropriate length but could have expanded more on presentation | 3 The presentation was within 10 minutes and all information was covered for an appropriate length of time | | |
| Organization/Delivery 0-10 points | 0 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |

Professional Presentation Rubric Level 3 and 4 (continued)

| | | | | | | | Points | | | | | | | | |
|--|----------|---|----------|---|--|--|----------|---|----------|---|----------|--|----------|---|--|
| Body Language/ Clothing Choice 0-3 points | 0 | Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 | 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 | 0 | Extensive (more than 5) grammatical and pronunciation errors | 1 | 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 | 0 | 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 | 4 | Gave appropriate responses to evaluators' questions | 5 | Responses to questions were appropriate and given without hesitation | | | |
| VISUALS/PROPS | | | | | | | | | | | | | | | |
| Effectively Illustrate Content 0-5 points | 0 | Visuals not provided | 1 | 2 | Visuals are weak in supporting the presentation | 3 | 4 | Visuals support the presentation but do not complement the content | 5 | Visuals support and complement the presentation | | | | | |
| Creativity of Visuals 0-5 points | 0 | Visuals not used during presentation | 1 | 2 | Visuals not original, lacking appeal or creativity | 3 | 4 | Somewhat creative, original and appealing | 5 | Highly original, very appealing, and creative | | | | | |
| Use of Visuals 0-5 points | 0 | Visuals not used during presentation | 1 | 2 | Visuals used to limit amount of speaking time | 3 | 4 | Visuals used minimally during presentation | 5 | 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 well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____



Promote and Publicize FCCLA!



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

1. 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 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 INFORMATION | | | | | | | | |
|----------------------------------|------------------------------|---|--|--------------------------------|---|--|---------------------------|------------------|
| Number of Participants per Entry | 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 |

| PRESENTATION ELEMENTS 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 <i>portfolio (hardcopy or electronic)</i> 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 <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 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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 | <i>Content Divider Pages</i> or Sections | Use 0 to 7 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Promote and Publicize FCCLA! Specifications (continued)

| | | |
|--|--|--|
| Up to 25 8 ½" x 11" pages or 35 slides | 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. |
| | 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> . |
| | Evidence of <i>Campaign</i> | Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles. |
| | Evidence of <i>Technology</i> Used | Use <i>technology</i> to develop promotional materials that raise awareness and educate the school, parents, and members of the <i>community</i> about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of <i>technology</i> include, but are not limited to: computer applications, audio or video production, multimedia, slides, and photography. Hard copies/pictures must be included in <i>portfolio</i> . |
| | 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 <i>community</i> , or development of partnerships with <i>community resources</i> . |
| | 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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> 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. |
|------------------------------------|---|

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



PROMOTE AND PUBLICIZE FCCLA!

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 | | | Points |
|--|--|---|--------|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| Event Online Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | |
| Hardcopy Portfolio 0-1 point or Electronic Portfolio 0-1 point | 0 Binder is not the official FCCLA binder | 1 Binder is the official FCCLA binder | |
| Portfolio Pages 0-3 points | 0 Portfolio exceeds the page limit | 1 2 or more 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 point | 0 Participant was late for presentation | 1 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 Room Consultant Total) | __ . __ |
| | <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | | |

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 _____



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 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 0-4 points | 0 Not explained | 1 Some research done but incomplete information | 2 Research is current but from unreliable sources | 3 Research is current, appropriate for topic, from reliable sources | 4 Research is current, documented correctly, and appropriate for topic | | |
| Promotion Plan Description 0-10 points | 0 Not evident | 1 The promotion plan has ideas for a few projects and events | 2 The promotion plan includes ideas for several projects and events | 3 Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year | 4 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 | 5 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 | 0 No evidence provided | 1 Portfolio contains very limited sample of the materials produced for the publicity campaign | 2 Portfolio contains some of the materials produced for the campaign | 3 Portfolio contains most of the materials produced for the campaign | 4 Portfolio contains samples of all materials produced for the publicity campaign | 5 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 | 0 No technology used in project | 1 Technology used to develop project but not explained | 2 Technology and techniques used to develop project are explained | 3 Technology used to develop project and materials were developed to document project | | | |
| Evidence of Public Awareness and Promotion 0-5 points | 0 Evidence is missing | 1 The portfolio shows limited information regarding public awareness and promotion | 2 The portfolio adequately addresses the area of public awareness and promotion | 3 The portfolio extensively shows areas of public awareness and promotion | 4 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 | 0 Not included | 1 Vaguely referred to | 2 Explained, but done so poorly | 3 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 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Promote and Publicize FCCLA! Rubric (continued)

Points

| ORAL PRESENTATION | | | | | | | |
|---|---|--|--|--|--|--|--|
| Organization/Delivery 0-10 points | 0 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 | |
| Knowledge of Subject Matter 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |
| WRITING SAMPLE OUTLINE | | | | | | | |
| Knowledge of Public Relations 0-6 points | 0 Writing sample outline not done | 1 2 Demonstrates an attempt at sample but not real knowledge | 3 4 Demonstrates some knowledge of required sample | 5 6 Demonstrates high level of knowledge and skills and knowledge of required sample parts | | | |
| Professionalism 0-2 points | 0 Writing sample outline not done | 1 Sample is unorganized and has grammatical errors | 2 Sample is organized, neat, and without grammatical errors | | | | |

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, 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.

1. 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 or *electronic portfolio* presentation at competitions.
3. 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

| 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 |

| PRESENTATION ELEMENTS 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 <i>portfolio</i> (<i>hardcopy</i> or <i>electronic</i>) 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 <i>portfolio</i> during participant set up time. |
| 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 1-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. |
| 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.

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 AND 4 |
|-------------------------------|---|---|---------|---------------|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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 on the FCCLA Student Portal, and include signed proof of submission in the portfolio. | | |
| 0-11 | <i>Content Divider Pages</i> or Sections | Use 0 to 11 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . | | |

Public Policy Advocate Specifications (continued)

| SPECIFICATIONS | | 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, <i>current</i> , 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, <i>current</i> , 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, <i>current</i> , 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 | Using information from the issue research, project goals, and applicable statistics and data, participant should create a document no larger than one 8" x 11" page that could be left with individuals following a meeting to summarize and remind them of the participants' request. *If using an <i>electronic portfolio</i> , the one-page document should be included in its original form to capture the exact document used in the project. | | |
| | 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 <i>audience(s)</i> . | 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 <i>audience(s)</i> . | 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 <i>audience(s)</i> . |

Public Policy Advocate Specifications (continued)

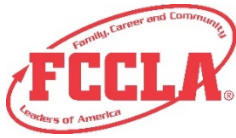
| SPECIFICATIONS | LEVEL 1 | LEVEL 2 | LEVEL 3 AND 4 | |
|--|----------------------------------|---|---|--|
| Up to 35 8 ½" x 11" pages or 45 slides, continued | Partnerships | Research, identify, and interview one (1) individual or one (1) group whom hold similar interests or values and could provide 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. | |
| | 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 | Include information regarding the results of the participants' efforts, including actions taken by those they targeted, response from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent concern regarding the issue encountered through the participants' targeted <i>audience</i> and include suggestions on how to counteract their opposition in the future. | | |
| | 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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling. | | |

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 <i>Public Policy</i> | 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 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. | | |



PUBLIC POLICY ADVOCATE

Rubric – Level 1

Name of Participant _____

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 | |
| Issue Type 0–3 points | 0 Not provided | 1 Issue type identified, but is not related to a policy or law, or level of focus not identified correctly | 2 Issue type of policy or law, and level of focus identified as local or state | 3 Issue type of policy or law, and level of local or state focus identified, based on relevant, current and actual need | | | |
| Issue Research 0–10 points | 0 Not included | 1 2 Issue is mentioned | 3 4 Issue is identified with limited research provided for one side of the issue | 5 6 Issue is identified, researched, but it does not validate the concerns | 7 8 Issue is identified, and evidence of the need is used to form the action plan | 9 10 Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue | |
| Project Goals 0–3 points | 0 Not provided | 1 Project goals are identified though missing points of support | 2 Project goals are identified, with partial points of support included | 3 Project goals and points of support for each goal is identified and well documented | | | |
| Elevator Speech/ Leave Behind 0–5 points | 0 Not included | 1 2 Talking points are evident, not well developed | 3 4 Talking points are evident and well developed, leave behind item is evident | 5 Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed | | | |
| Target Audience 0–3 points | 0 Not included | 1 Audience is mentioned but not thoroughly defined | 2 Audience is defined but limited on past opinions and actions | 3 Audience(s) are well defined, research on past opinions and actions, and provides 1 method for reaching target audience(s) | | | |
| Evidence of Partnerships 0–2 points | 0 No partnerships provided | 1 Partnerships (1) identified though lacks evidence of reaching out to or interviews with partners | 2 Partnerships (1) identified, researched and interviewed with evidence of reaching out | | | | |
| Methods of Action 0–5 points | 0 Not included | 1 Steps inadequate | 2 Presented but not organized | 3 Steps are well organized, but does not include details of meeting, discussion, or follow up | 4 Steps are presented, organized, summarized project explained, includes some meeting details | 5 Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up | |
| Media Involvement 0–3 points | 0 Not included | 1 Less than 2 examples or does not address project concern | 2 Includes 2 examples of media success and/or efforts and somewhat address project concern | 3 Includes 2 examples of media success and/or efforts and media appropriately address project concern | | | |
| Results of Advocacy 0–5 points | 0 No follow up was done | 1 Outcomes inadequately stated, and no evaluation used | 2 Outcomes inadequately stated, evaluation method used and results explained | 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained | 4 Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained | 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. 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 | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Public Policy Advocate Rubric Level 1 (continued)

| ORAL PRESENTATION | | | | | | | | | | |
|--|---|--|--|--|---|--|----------|----------|----------|-----------------------|
| Organization/ Delivery 0–10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation covers complete information but does not explain the project well | 4 Presentation gives information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 10 |
| Knowledge of Public Policy 0-10 points | 0 Little or no evidence of knowledge of public policy | 1 Minimal evidence of knowledge of public policy | 2 Some evidence of knowledge of public policy | 3 Knowledge of public policy is evident but not effectively used in presentation | 4 Knowledge of public policy is evident and shared at times in the presentation | 5 Knowledge of public policy is evident and incorporated throughout the presentation | 6 | 7 | 8 | 9 10 |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good | 3 Knowledge and FCS relationship is evident | | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | | | | |

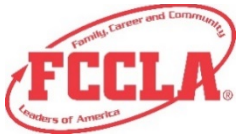
Evaluator's Comments – include two things done well and two opportunities for improvement:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



PUBLIC POLICY ADVOCATE Rubric – Level 2

Name of Participant _____

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 | |
| Issue Type 0–3 points | 0 Not provided | 1 Issue type identified, but is not related to a policy or law, or level of focus not identified correctly | 2 Issue type of policy or law, and level of focus identified as local, state, or national | 3 Issue type of policy or law, and level of local, state, or national focus identified, based on relevant, current and actual need | | | |
| Issue Research 0–10 points | 0 Not included | 1 2 Issue is mentioned | 3 4 Issue is identified with limited research provided for one side of the issue | 5 6 Issue is identified, researched, but it does not validate the concerns | 7 8 Issue is identified, and evidence of the need is used to form the action plan | 9 10 Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue | |
| Project Goals 0–3 points | 0 Not provided | 1 Project goals are identified though missing points of support | 2 Project goals are identified, with partial points of support included | 3 Project goals and points of support for each goal is identified and well documented | | | |
| Elevator Speech/ Leave Behind 0–5 points | 0 Not included | 1 2 Talking points are evident, not well developed | 3 4 Talking points are evident and well developed, leave behind item is evident | 5 Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed | | | |
| Target Audience 0–3 points | 0 Not included | 1 Audience is mentioned but not thoroughly defined | 2 Audience is defined but limited on past opinions and actions | 3 Audience(s) are well defined, research on past opinions and actions, and provides 2 methods for reaching target audience(s) | | | |
| Evidence of Partnerships 0–2 points | 0 No partnerships provided | 1 Partnerships (1) identified though lacks evidence of reaching out to or interviews with partners | 2 Partnerships (1) identified, researched and interviewed with evidence of reaching out | | | | |
| Methods of Action 0–5 points | 0 Not included | 1 Steps inadequate | 2 Presented but not organized | 3 Steps are well organized, but does not include details of meeting, discussion, or follow up | 4 Steps are presented, organized, summarized project explained, includes some meeting details | 5 Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up | |
| Media Involvement 0–3 points | 0 Not included | 1 Less than 3 examples or does not address project concern | 2 Includes 3 examples of media success and/or efforts and somewhat address project concern | 3 Includes 3 examples of media success and/or efforts and media appropriately address project concern | | | |
| Results of Advocacy 0–5 points | 0 No follow up was done | 1 Outcomes inadequately stated, and no evaluation used | 2 Outcomes inadequately stated, evaluation method used and results explained | 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained | 4 Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained | 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. 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 | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |

Public Policy Advocate Rubric Level 2 (continued)

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|--|---|--|--|---|---|--|---|
| Organization/ Delivery 0–10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation covers complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Public Policy 0-10 points | 0 Little or no evidence of knowledge of public policy | 1 Minimal evidence of knowledge of public policy | 2 Some evidence of knowledge of public policy | 3 Some evidence of knowledge of public policy | 4 Some evidence of knowledge of public policy | 5 Knowledge of public policy is evident but not effectively used in presentation | 6 Knowledge of public policy is evident but not effectively used in presentation | 7 Knowledge of public policy is evident and shared at times in the presentation | 8 Knowledge of public policy is evident and shared at times in the presentation | 9 Knowledge of public policy is evident and incorporated throughout the presentation | 10 Knowledge of public policy is evident and incorporated throughout the presentation |
| 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 knowledge and FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. | 3 Knowledge of FCS relationship is evident, national program identified | | | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



PUBLIC POLICY ADVOCATE

Rubric – Level 3 and 4

Name of Participant _____

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 | |
| Issue Type 0–3 points | 0 Not provided | 1 Issue type identified, but is not related to a policy or law, or level of focus not identified | 2 Issue type of policy or law, and level of focus identified as local, state, national or global | | 3 Issue type of policy or law, and level of local, state, national, or global focus identified, based on relevant, current and actual need | | |
| Issue Research 0–10 points | 0 Not included | 1 2 Issue is mentioned | 3 4 Issue is identified with limited research provided for one side of the issue | 5 6 Issue is identified, researched, but it does not validate the concerns | 7 8 Issue is identified, and evidence of the need is used to form the action plan | 9 10 Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue | |
| Project Goals 0–3 points | 0 Not provided | 1 Project goals are identified though missing points of support | | 2 Project goals are identified, with partial points of support included | 3 Project goals and points of support for each goal is identified and well documented | | |
| Elevator Speech/ Leave Behind 0–5 points | 0 Not included | 1 2 Talking points are evident, not well developed | | 3 4 Talking points are evident and well developed, leave behind item is evident | 5 Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed | | |
| Target Audience 0–3 points | 0 Not included | 1 Audience is mentioned but not thoroughly defined | | 2 Audience is defined but limited on past opinions and actions | 3 Audience(s) are well defined, research on past opinions and actions, and provides 3 methods for reaching target audience(s) | | |
| Evidence of Partnerships 0–2 points | 0 No partnerships provided | 1 Partnerships (1) identified though lacks evidence of reaching out to or interviews with partners | | | 2 Partnerships (1) identified, researched and interviewed with evidence of reaching out | | |
| Methods of Action 0–5 points | 0 Not included | 1 Steps inadequate | 2 Presented but not organized | 3 Steps are well organized, but does not include details of meeting, discussion, or follow up | 4 Steps are presented, organized, summarized project explained, includes some meeting details | 5 Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up | |
| Media Involvement 0–3 points | 0 Not included | 1 Less than 4 examples or does not address project concern | | 2 Includes 4 examples of media success and/or efforts and somewhat address project concern | 3 Includes 4 examples of media success and/or efforts and media appropriately address project concern | | |
| Results of Advocacy 0–5 points | 0 No follow up was done | 1 Outcomes inadequately stated, and no evaluation used | 2 Outcomes inadequately stated, evaluation method used and results explained | 3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained | 4 Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained | 5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. 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 | | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | |

Public Policy Advocate Rubric Level 3 and 4 (continued)

| ORAL PRESENTATION | | | | | | | | | | | |
|--|---|--|--|--|---|--|--|---|---|--|---|
| Organization/Delivery 0–10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation covers all topic elements but with minimal information | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Public Policy 0-10 points | 0 Little or no evidence of knowledge of public policy | 1 Minimal evidence of knowledge of public policy | 2 Some evidence of knowledge of public policy | 3 Some evidence of knowledge of public policy | 4 Some evidence of knowledge of public policy | 5 Knowledge of public policy is evident but not effectively used in presentation | 6 Knowledge of public policy is evident but not effectively used in presentation | 7 Knowledge of public policy is evident and shared at times in the presentation | 8 Knowledge of public policy is evident and shared at times in the presentation | 9 Knowledge of public policy is evident and incorporated throughout the presentation | 10 Knowledge of public policy is evident and incorporated throughout the presentation |
| 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 knowledge and FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | | | |
| Use of Portfolio and Visuals during Presentation 0-3 points | 0 Portfolio and visuals not used during presentation | 1 Portfolio and visuals used minimally during presentation | 2 Portfolio and visuals used effectively throughout presentation | 3 Presentation moves seamlessly between oral presentation, portfolio and visuals | | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____



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

1. 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. 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 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 | 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 |

| PRESENTATION ELEMENTS 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 |
|---|---|----------|---|
| <i>Project Identification Page</i> | 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 <i>display</i> must contain 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 <i>content</i> 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 only 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 paper not larger than 11" x 17" and displayed. | | |
| | 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. | Develop a marketing plan to include target market information, a product name, product description, pricing options, promotional ideas, and possible places of sale. Provide information on sourcing materials for quantity production. | |
|  | <p>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 required nor provided.</p> <p><i>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</i></p> | | |

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.

| 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 Recycling and Environmental Sustainability | Demonstrate knowledge of concepts related to the selected skill areas. Include any information needed in order to repurpose items safely. | | |
| 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, 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 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

Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Material Profile 0-3 points | 0 No information provided | 1 Information adequate | 2 Most information provided | 3 Very thorough information | | | |
| Cost Itemization 0-3 points | 0 No cost itemization | 1 Many omissions in itemization and errors in calculation or did not stay within given budget | 2 Most items shown and only one or two errors in calculation, stayed within given budget | 3 Completely accurate, thorough, and stayed within given budget | | | |
| Time Log 0-2 point | 0 No time log provided, or does not meet specifications | 1 Time log provided, front side only on one 8 ½" x 11" paper, showing total hours, but exceeds given time requirement | 2 Time log provided, front side only on one 8 ½" x 11" paper, showing total hours and project stayed within given time requirement | | | | |
| Photo Storyboard 0-3 points | 0 Not included or does not meet size requirement | 1 Less than 3 photos or they do not show project process; meets size requirement | 2 3-5 photos in logical order of project process; meets size requirement | 3 3-5 descriptive photos in logical order of project process; meets size requirement | | | |
| Marketing Plan 0-3 points | 0 Not included | 1 Includes 1-5 of the 6 components | 2 Includes all 6 components but not well developed | 3 Well written plan includes target market, product name, product description, pricing, promotional ideas, possible places of sale | | | |
| Display 0-5 points | 0 Display not used during presentation | 1 Display has many errors, does not show evidence of originality and is not aesthetically pleasing | 2 Display has minimal visual appeal and lacks originality | 3 Display needs some improvement in content and design | 4 Display has good word, color, and design choice | 5 Display is creative, appropriate, and of high quality | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Repurposing and Environmental Sustainability 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of repurposing is evident but not effectively used in presentation | 4 Knowledge of repurposing is evident and shared at times in the presentation | 5 Knowledge of repurposing is evident and incorporated throughout the presentation | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good | 3 Knowledge and FCS relationship is evident | | | |
| Use of Display during Presentation 0-3 points | 0 Display not used during presentation | 1 Display used minimally during presentation | 2 Display incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | | | |

Repurpose and Redesign Rubric Level 1 (continued)

| | | | | | | |
|--|---|---|--|---|---|--|
| Grammar/Word Usage/Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 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 | 0 Form, function, and practicality of use needs improvement | 1 Satisfactory form, function, but not practical use or reuse | 2 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 | 2 Very good quality, marketable | | | |
| Creativity, Imagination, and Innovation 0-3 points | 0 No evidence | 1 Little evidence | 2 Some evidence | 3 Highly 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:

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 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; no more than 1 page | |
| Material Profile 0-3 points | 0 No information provided | 1 Information adequate | 2 Most information provided | 3 Very thorough information | | | |
| Cost Itemization 0-3 points | 0 No cost itemization | 1 Many omissions in itemization and errors in calculation or did not stay within given budget | 2 Most items shown and only one or two errors in calculation, stayed within given budget | 3 Completely accurate, thorough, and stayed within given budget | | | |
| Time Log 0-2 point | 0 No time log provided, or does not meet specifications | 1 Time log provided, front side only on one 8 1/2" x 11" paper, showing total hours, but exceeds given time requirement | 2 Time log provided, front side only on one 8 1/2" x 11" paper, showing total hours and project stayed within given time requirement | | | | |
| Photo Storyboard 0-3 points | 0 Not included or does not meet size requirement | 1 Less than 6 photos or they do not show project process; meets size requirement | 2 6-10 photos in logical order of project process; meets size requirement | 3 6-10 descriptive photos in logical order of project process; meets size requirement | | | |
| Marketing Plan 0-3 points | 0 Not included | 1 Includes 1-5 of the 6 components | 2 Includes all components but not well developed | 3 Well written plan includes target market, product name, product description, pricing, promotional ideas, and possible places of sale. Includes material sourcing information for quantity production | | | |
| Display 0-5 points | 0 Display not used during presentation | 1 Display has many errors, does not show evidence of originality and is not aesthetically pleasing | 2 Display has minimal visual appeal and lacks originality | 3 Display needs some improvement in content and design | 4 Display has good word, color, and design choice | 5 Display is creative, appropriate, and of high quality | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0-10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Repurposing and Environmental Sustainability 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of repurposing is evident but not effectively used in presentation | 4 Knowledge of repurposing is evident and shared at times in the presentation | 5 Knowledge of repurposing is evident and incorporated throughout the presentation | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified | 3 Knowledge of FCS relationship is evident, national program identified | | | |
| Use of Display during Presentation 0-3 points | 0 Display not used during presentation | 1 Display used minimally during presentation | 2 Display incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | | | |

Repurpose and Redesign Rubric Level 2 (continued)

| | | | | | | |
|--|---|---|--|---|---|--|
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 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 | 0 Form, function, and practicality of use needs improvement | 1 Satisfactory form, function, but not practical use or reuse | 2 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 | 2 Very good quality, marketable | | | |
| Creativity, Imagination, and Innovation 0-3 points | 0 No evidence | 1 Little evidence | 2 Some evidence | 3 Highly 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:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____



REPURPOSE AND REDESIGN

Rubric – Level 3 and 4

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| DISPLAY | | | | | | | 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; no more than 1 page | |
| Material Profile 0-3 points | 0 No information provided | 1 Information adequate | 2 Most information provided | 3 Very thorough information | | | |
| Cost Itemization 0-3 points | 0 No cost itemization | 1 Many omissions in itemization and errors in calculation or did not stay within given budget | 2 Most items shown and only one or two errors in calculation, stayed within given budget | 3 Completely accurate, thorough, and stayed within given budget | | | |
| Time Log 0-2 point | 0 No time log provided, or does not meet specifications | 1 Time log provided, front side only on one 8 1/2" x 11" paper, showing total hours, but exceeds given time requirement | 2 Time log provided, front side only on one 8 1/2" x 11" paper, showing total hours and project stayed within given time requirement | | | | |
| Photo Storyboard 0-3 points | 0 Not included or does not meet size requirement | 1 Less than 11 photos or they do not show project process; meets size requirement | 2 11-15 photos in logical order of project process; meets size requirement | 3 11-15 descriptive photos in logical order of project process; meets size requirement | | | |
| Marketing Plan 0-3 points | 0 Not included | 1 Includes 1-5 of the 6 components | 2 Includes all 6 components but is not well developed | 3 Well written plan includes target market, product name, product description, pricing, promotional ideas, and possible places of sale. Includes material sourcing information for quantity production | | | |
| Display 0-5 points | 0 Display not used during presentation | 1 Display has many errors, does not show evidence of originality and is not aesthetically pleasing | 2 Display has minimal visual appeal and lacks originality | 3 Display needs some improvement in content and design | 4 Display has good word, color, and design choice | 5 Display is creative, appropriate, and of high quality | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Repurposing and Environmental Sustainability 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of repurposing is evident but not effectively used in presentation | 4 Knowledge of repurposing is evident and shared at times in the presentation | 5 Knowledge of repurposing is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points | 0 No evidence of relationship between project and FCS | 1 Minimal evidence knowledge and FCS coursework relationship | 2 Knowledge of relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge of FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | |
| Use of Display during Presentation 0-3 points | 0 Display not used during presentation | 1 Display used minimally during presentation | 2 Display incorporated throughout presentation | 3 Presentation moves seamlessly between oral presentation and display | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | | | |

Repurpose and Redesign Rubric Level 3 and 4 (continued)

| | | | | | | |
|--|---|---|--|---|---|--|
| Grammar/Word Usage/Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 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 | 0 Form, function, and practicality of use needs improvement | 1 Satisfactory form, function, but not practical use or reuse | 2 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 | 2 Very good quality, marketable | | | |
| Creativity, Imagination, and Innovation 0-3 points | 0 No evidence | 1 Little evidence | 2 Some evidence | 3 Highly 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:

(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.

| EVALUATION CRITERIA | Points |
|---|--|
| Possible Points: 0–24 | |
| <input type="checkbox"/> Good choice of item for repurposing | 0 = Not done 1 = Choose Better 2 = Good Choice 3 = Excellent Choice |
| <input type="checkbox"/> More than one repurposed item in one product | 0 = Not done 1 = Only One Item 2 = Two Items 3 = Two+ Items |
| <input type="checkbox"/> Innovative use of repurposed item | 0 = Not done 1 = Could Use Better 2 = Good Use 3 = Excellent Use |
| <input type="checkbox"/> Conservation theme or slogan | 0 = Not done 1 = Improve Theme 2 = Good Theme 3 = Excellent Theme |
| <input type="checkbox"/> Design of an energy-saving product | 0 = Not done 1 = Improve Design 2 = Good Design 3 = Excellent Design |
| <input type="checkbox"/> Design of a product that promotes environmentalism | 0 = Not done 1 = Improve Design 2 = Good Design 3 = Excellent Design |
| <input type="checkbox"/> Sketch of accessory design | 0 = Not done 1 = Inaccurate Sketch 2 = Good Sketch 3 = Excellent Sketch |
| <input type="checkbox"/> Shaped seams, edges, and/or corners | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Pocket(s) | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Gathers and/or ruffles | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Strap, tie, or band | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Lining, facing, and/or interfacing | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Application of trims | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Use of embellishments | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Embroidery, hand or machine | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Napped fabric or one-way print | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Sanding, Painting, or Staining | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Gluing, stapling, sawing | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Application or use of decorative hardware | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Application or use of construction hardware | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |
| <input type="checkbox"/> Wiring or fastening with various mediums | 0 = Not done 1 = Improve Quality 2 = Good Quality 3 = Excellent Quality |

Evaluator’s Comments:

TOTAL SCORE FOR SKILL AREA

(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 eight repurposing and promotional skills from those listed below: | |
|---|--|
| <input type="checkbox"/> Good choice of item for repurposing | <input type="checkbox"/> Lining, facing, and/or interfacing |
| <input type="checkbox"/> More than one repurposed item in one product | <input type="checkbox"/> Application of trims |
| <input type="checkbox"/> Innovative use of repurposed item | <input type="checkbox"/> Use of embellishments |
| <input type="checkbox"/> Conservation theme or slogan | <input type="checkbox"/> Embroidery, hand or machine (created by participant, not purchased) |
| <input type="checkbox"/> Design of an energy-saving product | <input type="checkbox"/> Napped fabric or one-way print |
| <input type="checkbox"/> Design of a product that promotes environmentalism | <input type="checkbox"/> Sanding, painting, or staining |
| <input type="checkbox"/> Strap, tie, or band | <input type="checkbox"/> Gluing, stapling, sawing |
| <input type="checkbox"/> Sketch of accessory design | <input type="checkbox"/> Application or use of decorative hardware |
| <input type="checkbox"/> Shaped seams, edges, and/or corners | <input type="checkbox"/> Application or use of construction hardware |
| <input type="checkbox"/> Pocket(s) | <input type="checkbox"/> Wiring or fastening with various mediums |
| <input type="checkbox"/> Gathers and/or ruffles | |



Say Yes to FCS Education



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

1. 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.

| 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 | 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 |
| ■ | | ■ | | ■ | ■ | ■ | | ■ | ■ |

SAY YES TO FCS EDUCATION

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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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 | <i>Content Divider Pages</i> or Sections | Use up to 6 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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. |
| Up to 16 8 ½" x 11" pages or 25 slides, continued | 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. |
| | 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  | <p>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.</p> <p>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.</p> <p>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.</p> <p>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</p> <p>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</p> <p>The lesson plan should not exceed three 8 ½" x 11" pages or 6 slides.</p> |
| | 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. |

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 <i>Portfolio and Visuals</i> | 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. |



SAY YES TO FCS EDUCATION

Rubric

Name of Participant _____

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 | |
| FCS Education Research Summary 0–5 points | 0 Not included | 1 Research for 1-3 institutions or state data is provided, but not both | 2 Research is provided for 2-3 institutions and some state data is provided | 3 Research is provided for 3 institutions and state data, but is limited or not complete | 4 Research is provided for 3 institutions and includes state educational data | 5 Research is complete for 3 institutions and includes detailed state educational data | |
| FCS Educator Interview Summary 0–5 points | 0 Not included | 1 Interviewed 1 or 2 FCS educators but provided limited responses or did not provide responses for each question | 2 Interviewed 1-2 FCS educators and provided limited responses for 8-10 questions | 3 Interviewed 2 FCS educators and provided responses for 8-10 questions for each interview | 4 Interviewed 2 FCS Educators per guidelines. Provided responses for all 10 questions for each interview | 5 Conducted 2 FCS Educator interviews per guidelines. Provided detailed responses for all 10 questions for each interview | |
| Classroom Observation Summary 0–10 points | 0 Not included | 1 Conducted 1 observation and provided required information | 2 Conducted 2 observations but not per guidelines, or provided very limited information and summary | 3 Conducted 2 observations per guidelines. Provided some descriptions/comments and limited summary of strengths, improvement, and takeaway | 4 Conducted 2 observations per guidelines. Provided descriptions/comments, and good summary of strengths, improvement, and takeaway | 5 Conducted 2 observations per guidelines. Provided detailed descriptions/comments, and thorough summary of strengths, improvement, and takeaway | |
| FCCLA Integration Plan 0-7 points | 0 Not included | 1 Plan is very limited and missing required components | 2 Plan includes 1-2 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components | 3 Plan includes 2-3 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components | 4 Plan represents good use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development | 5 Plan represents outstanding use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development | |
| FCS Marketing Lesson Plan: Planning 0–3 points | 0 Shows no evidence of planning | 1 Very limited information provided or missing required components | 2 Planning is evident and includes all required components, but may not be appropriately identified | 3 Topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection are appropriate and clearly identified | | | |
| FCS Marketing Lesson Plan: Organization 0–3 points | 0 Shows no organization | 1 Materials list and description of instructional strategies is incomplete to support lesson objectives | 2 Materials are listed, instructional strategies do not clearly support lesson objectives | 3 All materials are listed, instructional strategies are clear and appropriate to meet lesson objectives | | | |
| FCS Marketing Lesson Plan: Activities 0–3 points | 0 No activity included | 1 1-3 activities are identified but are missing required components, or do not support lesson objectives | 2 1-3 activities chosen to implement the lesson include basic description, timeframe, and materials needed to support lesson objectives | 3 1-3 activities chosen to implement the lesson, each includes complete description, timeframe, and materials needed to support lesson objectives | | | |
| FCS Marketing Lesson Plan: Assessment 0–3 points | 0 No follow up was done | 1 Assessment methods are identified but do not adequately evaluate the lesson objective | 2 Assessment method(s) chosen evaluate the lesson but do not include ways to improve content and/or delivery | 3 Assessment method(s) chosen appropriately evaluate the lesson and include ways to improve content and/or delivery | | | |

| | | | | | | | |
|---|---|---|--|---|--|---|--|
| <i>FCS Marketing Lesson Plan: Other Resources</i> 0-3 points | 0 Not included | 1 Resources developed are incomplete to support lesson implementation | 2 Resources developed are not required for lesson implementation | 3 Resources developed appropriately support lesson implementation | | | |
| <i>FCS Marketing Lesson Plan: Sources, Notes, and Documentation</i> 0-3 points | 0 Not included | 1 Citations are provided but lesson implementation documentation is not included | 2 Citations for most materials used and lesson implementation documentation included | 3 Citations for all materials used and lesson implementation documentation included | | | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Subject Matter 0-5 points | 0 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 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 | 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

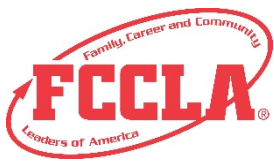
Evaluator's Comments – include two things done well and two opportunities for improvement:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL
(90 points possible)



SAY YES TO FCS EDUCATION

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 Consumer Sciences programs in your state (Elementary, Middle, or High School):

What is the job outlook for Family and Consumer Sciences Educators in your state?

What is the beginning teacher’s salary in your state?

What is the average teacher’s salary in your state? What impacts salaries for teachers in your state?

What continuing education or professional development is required to maintain certification in order to teach in your state?



SAY YES TO FCS EDUCATION

FCS Educator Interview Instructions

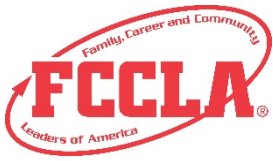
Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Name of Family and Consumer Sciences Educator Interviewed: _____

Name of Employer: _____

Elementary FCS Ed Middle School FCS Ed High School FCS Ed Postsecondary 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?



SAY YES TO FCS EDUCATION

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: _____
 Grade Level: _____ Date and Time: _____

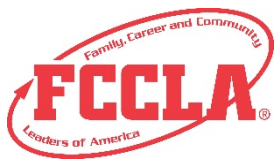
| CRITERIA | DESCRIPTION/COMMENTS |
|---|----------------------|
| 1. Subject Matter Content - <i>knowledge of subject matter is evident and thorough</i> | |
| 2. Organization - <i>organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction</i> | |
| 3. CTSO Integration – <i>instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment</i> | |
| 4. Rapport - <i>instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm</i> | |
| 5. Teaching Methods - <i>relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives</i> | |

| | |
|---|--|
| 6. Presentation - <i>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)</i> | |
| 7. Management - <i>uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</i> | |
| 8. Sensitivity - <i>exhibits respect to students' personal culture, gender differences, or disabilities</i> | |
| 9. Student assistance - <i>assists students with instructional/academic problems</i> | |
| 10. Personal - <i>exhibits self-control, professional behavior and appearance</i> | |
| 11. Physical Environment - <i>number of students; layout of room; distractions if present (temperature, noise, etc.)</i> | |

Strengths Observed:

Potential Areas of Improvement:

Most meaningful “takeaway” from this observation:



SAY YES TO FCS EDUCATION

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.) |
|---|--|--|--|--|--------------|---|
| <i>FACTS – Families Acting for Community Traffic Safety</i> | <i>Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe</i> | <i>Child Development</i> | <i>4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.</i> | <ul style="list-style-type: none"> • <i>State and national FACTS program recognition</i> • <i>National Programs in Action STAR Event</i> | <i>9-12</i> | <i>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.</i> |
| National FCCLA Program #1 | | | | | | |
| | | | | | | |
| National FCCLA Program #2 | | | | | | |
| | | | | | | |
| National FCCLA Program #3 | | | | | | |
| | | | | | | |



SAY YES TO FCS EDUCATION

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 Program(s) Integration: |
| FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration: |
| Learning Objectives: |
| National Family and Consumer Sciences Standards: |
| Career Readiness Practices (Select all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Act as a responsible and contributing citizen and employee<input type="checkbox"/> Apply appropriate academic and technical skills<input type="checkbox"/> Attend to personal health and financial well-being<input type="checkbox"/> Communicate clearly and effectively and with reason<input type="checkbox"/> Consider the environmental, social and economic impacts of decisions<input type="checkbox"/> Demonstrate creativity and innovation<input type="checkbox"/> Employ valid and reliable research strategies<input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them<input type="checkbox"/> Model integrity, ethical leadership and effective management<input type="checkbox"/> Plan education and career paths aligned to personal goals<input type="checkbox"/> Use technology to enhance productivity<input type="checkbox"/> Work productively in teams while using cultural global competence |

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):

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:

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

1. Review “Eligibility and General Rules for All Levels of Competition” on page 11 prior to event planning and preparation.
2. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

3. 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.




| 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 | 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

| | |
|--|---|
| Each entry will 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. 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 | <i>Project Identification Page</i> | 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 Summary Page</i> | 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 <i>portfolio</i> . |
| 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- 8 ½" 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- 8 ½" 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 <i>reliable</i> and <i>current</i> . |

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.

| <i>SPECIFICATIONS</i> | <i>LEVEL 1</i> | <i>LEVEL 2</i> | <i>LEVEL 3 AND 4</i> |
|------------------------------|--|--|--|
| Nutrition Plan Goals | Identify at least three (3) goals to include nutritional needs, hydration, and performance goals. Identify if the plan is to maintain weight, encourage weight loss, or result in weight gain. | | |
| Nutrition and Hydration Plan | Participants will develop a three-day nutritional plan to include two pre-competition days and one competition 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. | | Participants will develop a five-day nutritional plan to include three pre-competition 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 nutritional plan using a nutrient analysis program of the participant's choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies. | |
| Management Tool | Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed 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 an organized, sequential manner; concisely and thoroughly summarize research. | | |
| Knowledge of Sports Nutrition | Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project. | | |
| 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 <i>visuals</i> chosen present the nutritional plan in a way that is clear, concise, and visually appealing. | | |
| 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 project. Questions are asked after the presentation. | | |



SPORTS NUTRITION 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 CHECK | | | |
|--|--|--|---|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| Event Online Orientation Documentation 0 or 2 points | 0 Official documentation not provided at presentation time or signed by adviser | 2 Official documentation provided at presentation time and signed by adviser | |
| File Folder 0-4 points | 0 No file folder presented | 1 2 3 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content | 4 File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none"> Project ID page Planning Process summary Project Summary Submission Proof 1-2 Sport and Training Summary page(s) 1 Student Athlete Demographic page 1 Student Athlete Daily Schedule page 1 Works Cited/Bibliography |
| Punctuality 0-1 point | 0 Participant was late for presentation | | 1 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 Room Consultant Total) |
| | | <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i> | |

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 _____



SPORTS NUTRITION Rubric – Level 1

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER CONTENTS | | | | | | | 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 | |
| Sport and Training Summary Pages 0-8 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component or lacked detail | 3 Missing one component or lacked detail | 4 Missing one component or lacked detail | 5 Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport | |
| Student Athlete Demographic Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns | | | |
| Student Athlete Daily Schedule Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities | | | |
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| NUTRITION AND HYDRATION PLAN | | | | | | | |
| Nutrition Plan Goals 0-5 points | 0 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 | 0 Not provided | 1 Limited plan provided | 2 Plan provided but not well explained | 3 Plan provided and explained | 4 3-day, Adequate plan provided with appropriate and realistic recommendations | 5 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand | |
| Nutritional Evaluation 0-10 points | 0 Not provided | 1 Analysis is not provided for each day | 2 Analysis is missing information for each day | 3 Analysis is complete but is not presented in an easy-to-understand format | 4 Analysis is complete for each day and generally easy to understand | 5 Analysis is complete for each day and presented in an easy-to-understand format | |
| Management Tool 0-5 points | 0 Not provided | 1 Difficult to use or understand, does not meet the needs of the athlete | 2 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 | 4 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

| ORAL PRESENTATION | | | | | | | | | | | |
|--|--|--|---|---|--|---|---|---|--|---|--|
| Organization/ Delivery 0 – 10 points | 0 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 | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives complete information but does not explain the project well | 5 Presentation gives complete information but does not explain the project well | 6 Presentation gives complete information but does not explain the project well | 7 Presentation covers information completely but does not flow well | 8 Presentation covers information completely but does not flow well | 9 Presentation covers all relevant information with a seamless and logical delivery | 10 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Sports Nutrition 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of sports nutrition is evident but not effectively used in presentation | 4 Knowledge of sports nutrition is evident and shared at times in the presentation | 5 Knowledge of sports nutrition is evident and incorporated throughout the presentation | | | | | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good | | | 3 Knowledge and FCS relationship is evident | | | | | |
| Use of Visuals during Presentation 0-4 points | 0 Visuals are not used during presentation | 1 Limited use during presentation | 2 Incorporated throughout presentation | | 3 Used effectively throughout presentation | | 4 Significantly enhances the presentation | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | | 4 Gave appropriate responses to evaluators' questions | | 5 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 2

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER CONTENTS | | | | | | | 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 | |
| Sport and Training Summary Pages 0-8 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component or lacked detail | 3 Missing one component or lacked detail | 4 Missing one component or lacked detail | 5 Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport | |
| Student Athlete Demographic Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns | | | |
| Student Athlete Daily Schedule Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities | | | |
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| NUTRITION AND HYDRATION PLAN | | | | | | | |
| Nutrition Plan Goals 0-5 points | 0 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 | 0 Not provided | 1 Limited plan provided | 2 Plan provided but not well explained | 3 Plan provided and explained | 4 3-day adequate plan provided with appropriate and realistic recommendations | 5 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand | |
| Nutritional Evaluation 0-10 points | 0 Not provided | 1 Analysis is not provided for each day | 2 Analysis is missing information for each day | 3 Analysis is complete but is not presented in an easy-to-understand format | 4 Analysis is complete for each day and generally easy to understand and includes DRI and RDS information | 5 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 | 0 Not provided | 1 Difficult to use or understand, does not meet the needs of the athlete | 2 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 | 4 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 2 (continued)

Points

| ORAL PRESENTATION | | | | | | | |
|--|--|--|--|---|--|---|--|
| Organization/Delivery 0 – 10 points | 0 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 | 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 | |
| Knowledge of Sports Nutrition 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of sports nutrition is evident but not effectively used in presentation | 4 Knowledge of sports nutrition is evident and shared at times in the presentation | 5 Knowledge of sports nutrition is evident and incorporated throughout the presentation | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good, national program identified | | 3 Knowledge and FCS relationship is evident, national program identified | | |
| Use of Visuals during Presentation 0-4 points | 0 Visuals are not used during presentation | 1 Limited use during presentation | 2 Incorporated throughout presentation | 3 Used effectively throughout presentation | 4 Significantly enhances the presentation | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Level _____

| FILE FOLDER CONTENTS | | | | | | | 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 | |
| Sport and Training Summary Pages 0-8 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component or lacked detail | 3 Missing one component and lacks details | 4 Missing one component and lacks details | 5 Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport | |
| Student Athlete Demographic Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns | | | |
| Student Athlete Daily Schedule Page 0-3 points | 0 Not provided | 1 Missing two or more components and is poorly written | 2 Missing one component and lacks details | 3 Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities | | | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| NUTRITION AND HYDRATION PLAN | | | | | | | Points |
| Nutrition Plan Goals 0-5 points | 0 Not provided | 1 1-2 goals are stated or do not address all required components | 2 2 goals are stated, but do not address all required components | 3 2 goals are stated, addressing all required components | 4 2 appropriate goals are stated, addressing all required components | 5 Addresses 2 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 | 0 Not provided | 1 Limited plan provided | 2 Plan provided but not well explained | 3 Plan provided and explained | 4 5-day adequate plan provided with appropriate and realistic recommendations | 5 5-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand | |
| Nutritional Evaluation 0-10 points | 0 Not provided | 1 Analysis is not provided for each day | 2 Analysis is missing information for each day | 3 Analysis is complete but is not presented in an easy-to-understand format | 4 Analysis is complete for each day and generally easy to understand and includes DRI and RDS information | 5 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 | 0 Not provided | 1 Difficult to use or understand, does not meet the needs of the athlete | 2 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 | 4 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 3 and 4 (continued)

Points

| ORAL PRESENTATION | | | | | | | | | | |
|--|--|--|---|---|--|---|----------|----------|----------|-----------------------|
| Organization/Delivery 0 – 10 points | 0 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 | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation gives information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 10 |
| Knowledge of Sports Nutrition 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of sports nutrition is evident but not effectively used in presentation | 4 Knowledge of sports nutrition is evident and shared at times in the presentation | 5 Knowledge of sports nutrition is evident and incorporated throughout the presentation | | | | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good, national program identified. FCS career pathway identified | 3 Knowledge and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | | |
| Use of Visuals during Presentation 0-4 points | 0 Visuals are not used during presentation | 1 Limited use during presentation | 2 Incorporated throughout presentation | 3 Used effectively throughout presentation | 4 Significantly enhances the presentation | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 _____

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

1. 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 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 – 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 |

| PRESENTATION ELEMENTS 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-iaq>
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 - <https://www.epa.gov/ozone-layer-protection>
5. SUSTAINABLE COMMUNITIES - <https://www.epa.gov/sustainability>

Procedures and Time Requirements for Competition

| | |
|---|---|
| Each entry will submit a <i>portfolio</i> (<i>hardcopy</i> or <i>electronic</i>) 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)

| SPECIFICATIONS | | LEVEL 1 | LEVEL 2 | LEVEL 3 AND 4 |
|--|--|---|---|---|
| 1-8 ½" x 11" page or 1 slide | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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 <i>Project Summary</i> Submission  | Participants should complete the online <i>project</i> summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> . | | |
| 0–10 | <i>Content Divider Pages</i> or Sections | Use 0 to 10 <i>content divider</i> /section pages or slides. <i>Content divider</i> /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> . | | |
| Up to 34 8 ½" x 11" pages or 44 slides | 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. | | |
| | 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> | The <i>project</i> should address the chosen environmental concern without causing additional harm to the environment. (i.e. if your project focus is on energy consumption it should specifically address energy consumption, but it should also not waste or misuse other <i>resources</i> .) | | |
| | Evaluation of <i>Project</i> | Participants evaluated project for effectiveness and ability to reach others. | Participants evaluated project for effectiveness and ability to reach others. Participants created a list of adjustments for future projects to impact a larger audience. | |

Sustainability Challenge Specifications (continued)

| | | | | |
|--|--|--|---|--|
| Up to 34 8 ½" 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 <i>audience(s)</i> reached through educational presentation, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern. | Describe the school and community <i>audience(s)</i> reached through educational presentations, including the reason for targeting specific <i>audiences</i> 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 <i>audience</i> members' change in activity, opinions, knowledge level, or other methods. | Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods, and how adjustments made to subsequent presentations based on the data collected were made. |
| | 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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> 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 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. | | |
| Responses to Evaluators' Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation. | | |



SUSTAINABILITY CHALLENGE Rubric – Level 1

Name of Participant _____

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 | |
| Evidence of Research 0-5 points | 0 Not explained | 1 Some research done but incomplete information | 2 Research is current but from unreliable sources and does not adequately cover the topic | 3 Research is current, appropriate for topic, from 3 reliable sources but does not adequately cover the topic | 4 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 | 0 No relationship described | 1 2 Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided | | 3 4 Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided | | 5 6 Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough 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 | 9 10 Project creatively and effectively addressed the concern, good engagement with people at school | |
| Overall Environmental Responsibility of Project 0-4 points | 0 No regard for environmental responsibility in project execution | 1 Materials, resources, and activities used for the project were somewhat wasteful | 2 Most materials, resources, and activities used for the project were chosen with respect to their environmental impact | 3 4 Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility | | | |
| Evaluation of Project 0-3 points | 0 No evaluation conducted | 1 Evaluation method was unsuccessful | 2 Evaluation was appropriate | 3 Evaluation was thorough and appropriate. | | | |
| Evidence of Educational Presentations 0-2 points | 0 Evidence of 1 educational presentation is not included | 1 Evidence of 1 educational presentation is included | | 2 Evidence of 1 educational presentation is included with the date, location, and one proof of presentation | | | |
| Scope of Educational Presentations 0-5 points | 0 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 | 4 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 | 5 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 2 Limited evidence of presentation effectiveness provided | | 3 Evidence of presentation effectiveness provided. | 4 5 Detailed evidence of presentation effectiveness provided. | | |

Sustainability Challenge Rubric Level 1 (continued)

| | | | | | | | | | | | Points | |
|--|---|---|---|---|--|---|---|----------|----------|----------|-----------|--|
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style <i>(see style sheet)</i> | | | | 3 Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i> | | | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | | | | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | |
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 | 10 | |
| Knowledge of Environmental Concern 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | | | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good | | | 3 Knowledge and FCS relationship is evident | | | | | | |
| 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



SUSTAINABILITY CHALLENGE Rubric – Level 2

Name of Participant _____

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 | |
| Evidence of Research 0-5 points | 0 Not explained | 1 Some research done but incomplete information | 2 Research is current but from unreliable sources and does not adequately cover the topic | 3 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 | 0 No relationship described | 1 2 Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided | | 3 4 Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided | | 5 6 Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough 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 | 0 No regard for environmental responsibility in project execution | 1 Materials, resources, and activities used for the project were somewhat wasteful | | 2 Most materials, resources, and activities used for the project were chosen with respect to their environmental impact | | 3 4 Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility | |
| Evaluation of Project 0-3 points | 0 No evaluation conducted | 1 Evaluation method was unsuccessful | | 2 Evaluation was appropriate | | 3 Evaluation was thorough and appropriate, includes future adjustment list | |
| Evidence of Educational Presentations 0-2 points | 0 Evidence of 2 educational presentations is not included | | 1 Evidence of 2 educational presentations is included | | 2 Evidence of 2 educational presentations is included with the date, location, and one proof of presentation | | |
| Scope of Educational Presentations 0-5 points | 0 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 | 4 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 | 5 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 2 Limited evidence of presentation effectiveness provided | | 3 Evidence of presentation effectiveness provided. | | 4 5 Detailed evidence of presentation effectiveness provided. | |

Sustainability Challenge Rubric Level 2 (continued)

| | Points | | | | | | |
|--|---|---|---|---|--|---|--|
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style <i>(see style sheet)</i> | 3 Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i> | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Environmental Concern 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good, national program identified | 3 Knowledge and FCS relationship is evident, national program identified, and both 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room Consultant Initial _____



SUSTAINABILITY CHALLENGE Rubric – Level 3 and 4

Name of Participant _____

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 | |
| Evidence of Research 0-5 points | 0 Not explained | 1 Some research done but incomplete information | 2 Research is current but from unreliable sources and does not adequately cover the topic | 3 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 | 0 No relationship described | 1 2 Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided | | 3 4 Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided | | 5 6 Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough 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, project able to be duplicated | 9 10 Project creatively and effectively addressed the concern, good engagement with people at school and community, project easy to duplicate | |
| Overall Environmental Responsibility of Project 0-4 points | 0 No regard for environmental responsibility in project execution | 1 Materials, resources, and activities used for the project were somewhat wasteful | | 2 Most materials, resources, and activities used for the project were chosen with respect to their environmental impact | | 3 4 Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility | |
| Evaluation of Project 0-3 points | 0 No evaluation conducted | 1 Evaluation method was unsuccessful | | 2 Evaluation was appropriate | | 3 Evaluation was thorough and appropriate, includes future adjustment list | |
| Evidence of Educational Presentations 0-2 points | 0 Evidence of 3 educational presentations is not included | | 1 Evidence of 3 educational presentations is included | | 2 Evidence of 3 educational presentations is included with the date, location, and one proof of presentation | | |
| Scope of Educational Presentations 0-5 points | 0 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 | 4 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 | 5 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 2 Limited evidence of presentation effectiveness provided | | 3 Evidence of presentation effectiveness provided. | | 4 5 Detailed evidence of presentation effectiveness provided. | |

Sustainability Challenge Rubric Level 3 and 4 (continued)

| | | | | | | | | | | | Points | |
|--|---|---|---|---|--|---|---|----------|----------|----------|-----------|--|
| Works Cited/ Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style <i>(see style sheet)</i> | | | | 3 Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i> | | | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | | | | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | | | |
| ORAL PRESENTATION | | | | | | | | | | | | |
| Organization/ Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | 6 | 7 | 8 | 9 | 10 | |
| Knowledge of Environmental Concern 0-5 points | 0 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 | 4 Knowledge of subject matter is evident and shared at times in the presentation | 5 Knowledge of subject matter is evident and incorporated throughout the presentation | | | | | | |
| 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 knowledge and FCS coursework relationship | 2 Knowledge and relationship to FCS is good, national program identified. FCS career pathway identified | | | 3 Knowledge and FCS relationship is evident, national program identified, and both explained well. FCS career pathways identified | | | | | | |
| 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | | 2 Voice quality is good, but could improve | | 3 Voice quality is outstanding and pleasing | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 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 # _____
Evaluation Initial _____
Room 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.
- The project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
- Participant(s) are encouraged to bring fully charged 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.
- 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 | 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 |
| ■ | | ■ | | ■ | ■ | ■ | | ■ | ■ |

TEACH AND TRAIN

Procedures and Time Requirements for Competition

| | |
|---|---|
| Each participant will submit a <i>portfolio (hardcopy or electronic)</i> to the event room consultant at the designated participation time and inform evaluators 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 minutes | Room consultants and evaluators will have 10 minutes to preview the <i>portfolio (hardcopy or electronic)</i> . The participant must make the electronic portfolio accessible to evaluators. |
| 10 minutes | The 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. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. <i>Presentation equipment, with no audio, may be used during the entire presentation.</i> |
| 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 | <i>Project Identification Page</i> | <i>Plain paper</i> or slide, 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 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 | <i>Content Divider Pages</i> or Sections | Use 0 to 6 <i>content divider/section</i> pages or slides. <i>Content divider/section</i> 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> . |

Teach and Train Specifications (continued)

| | | |
|---|--|--|
| <p>Up to 28 8 ½" x 11" pages or 38 slides</p> | 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. |
| | Lesson Plan or Workshop Plan  | <p>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).</p> <p>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.</p> <p>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.</p> <p>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</p> |
| | 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 <i>technology</i> was used to enhance the lesson or workshop planning and/or execution. |
| | 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 | <i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling. |

Shadowing Experience (Levels 2, 3 and 4 Participants Only)

| | |
|--|---|
| <p>Shadowing Experiences with a <i>Best Practices Educator</i></p> | <p>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.</p> |
|--|---|

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 <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 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. |



TEACH AND TRAIN—Level 1

Rubric

Name of Participant _____

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 | |
| Career Exploration 0–5 points | 0 Not included | 1 Research is not current, and missing more than 3 topics | 2 Research is current but from unreliable sources, missing 1–2 required topics | 3 Research is current but only partially describes job or other topics | 4 Research is current, appropriate for topic; from reliable sources | 5 Research is current, documented correctly, and includes all six required topics | |
| Self-Assessment 0–5 points | 0 Not included | 1 Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated | 2 Covers areas of self-assessment with limited information and detail | 3 Adequately addresses all areas of self-assessment | 4 Examined personal interests in detail, and states career information, and analyzed styles | 5 Examined personal interests in detail, clearly states career information, and analyzed styles | |
| Lesson/Workshop Plan: Planning 0–5 points | 0 Shows no evidence of advance planning | 1 Plan shows some consideration for audience members | 2 Plan includes an objective and shows an adequate understanding of the audience | 3 Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience | 4 Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum | 5 Plan 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 | 0 Shows no organization | 1 Plan does not include an introduction and/or conclusion and content is difficult to follow | 2 Plan includes an adequate introduction and conclusion with unorganized content | 3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology | 4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology | 5 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: Activity 0–5 points | 0 No activity included | 1 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop | 2 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well | 3 Activity plans include adequate logistical and resource information. Activity is interesting | 4 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members | 5 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 Plan: Follow Up 0–5 points | 0 No follow up was done | 1 Outcomes are inadequately stated. No evaluation was used. | 2 Outcomes are inadequately stated. An evaluation method was used, but results are not presented | 3 Outcomes are measurable and complete. A single evaluation method was used and results are explained | 4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well | 5 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 | 0 No technology used in lesson/workshop planning or execution | 1 Technology used to develop or execute lesson/workshop not explained | 2 Technology used to develop or execute lesson/workshop but not explained in portfolio | 3 Technology and techniques used to develop or execute lesson/workshop are explained | 4 Technology used to develop or execute lesson/workshop was explained thoroughly | 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/ Bibliography 0–3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | |
| Evidence of Prior Presentation 0–5 points | 0 No prior presentation done | 1 Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation | 2 Minimal evidence of prior presentation of the lesson/workshop plan | 3 Extensive evidence of prior presentation of the lesson/workshop plan | 4 Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed | 5 Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated |
| Appearance 0–3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | |
| ORAL PRESENTATION | | | | | | |
| Organization/ Delivery 0–10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery |
| Knowledge of Selected Career 0–5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of selected career is evident but not shared in presentation | 4 Knowledge of selected career is evident and shared at times in presentation | 5 Knowledge of selected career is evident and incorporated throughout the presentation |
| Relationship of Family and Consumer Sciences Coursework and Standards 0–5 points | 0 No evidence of relationship between career and FCS | 1 Minimal evidence of career knowledge and FCS coursework relationship | 2 Some knowledge of relationship of career and FCS coursework | 3 Knowledge of career and FCS coursework but not shared | 4 Knowledge of career and relationship to FCS is evident and shared | 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 | 3 Portfolio and visuals 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 | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | |
| Body Language/ Clothing Choice 0–3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 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 | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation |

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

Evaluator # _____
Evaluator Initial _____

TOTAL
(90 points possible)

Room Consultant Initial _____



TEACH AND TRAIN—Level 2, Level 3, Level 4 Rubric

Name of Participant _____

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 | |
| Career Exploration 0–5 points | 0 Not included | 1 Research is not current, and missing more than 3 topics | 2 Research is current but from unreliable sources, missing 1–2 required topics | 3 Research is current but only partially describes job or other topics | 4 Research is current, appropriate for topic; from reliable sources | 5 Research is current, documented correctly, and includes all six required topics | |
| Self-Assessment 0–5 points | 0 Not included | 1 Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated | 2 Covers areas of self-assessment with limited information and detail | 3 Adequately addresses all areas of self-assessment | 4 Examined personal interests in detail, states career value, and analyzed styles | 5 Examined personal interests in detail, clearly states career value, and analyzed styles | |
| Lesson/Workshop Plan: Planning 0–5 points | 0 Shows no evidence of advance planning | 1 Plan shows some consideration for audience members | 2 Plan includes an objective and shows an adequate understanding of the audience | 3 Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience | 4 Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum | 5 Plan 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 | 0 Shows no organization | 1 Plan does not include an introduction and/or conclusion and content is difficult to follow | 2 Plan includes an adequate introduction and conclusion with unorganized content | 3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology | 4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology | 5 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: Activity 0–5 points | 0 No activity included | 1 Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop | 2 Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well | 3 Activity plans include adequate logistical and resource information. Activity is interesting | 4 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members | 5 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 Plan: Follow Up 0–5 points | 0 No follow up was done | 1 Outcomes are inadequately stated. An evaluation method was used, but results are not presented | 2 Outcomes are inadequately stated. An evaluation method was used, but results are not presented | 3 Outcomes are measurable and complete. A single evaluation method was used and results are explained | 4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well | 5 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 Prior Presentation 0–5 points | 0 No prior presentation done | 1 Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation | 2 Minimal evidence of prior presentation of the lesson/workshop plan | 3 Extensive evidence of prior presentation of the lesson/workshop plan | 4 Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed | 5 Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated | |

Teach and Train—Level 2, Level 3 and Level 4 Rubric (continued)

Points

| | | | | | | | |
|--|---|--|---|---|---|--|--|
| Shadowing Experience 0-4 points | 0 No shadowing experience done | 1 Shadowing experience was done with a best practices educator | 2 Shadowing experience done with a best practices educator but is documented minimally | 3 Shadowing experience with a best practices educator is documented | 4 Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans. | | |
| Evidence of Technology Used 0-4 points | 0 No technology used in lesson/workshop planning or execution | 1 Technology used to develop or execute lesson/workshop not explained | 2 Technology used to develop or execute lesson/workshop but not explained in portfolio | 3 Technology and techniques used to develop or execute lesson/workshop are explained | 4 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project | | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| Appearance 0-3 points | 0 Portfolio is illegible and unorganized | 1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly | 2 Portfolio is neat, legible, and professional, with correct grammar and spelling | 3 Neat, legible, professional, correct grammar and spelling used with effective organization of information | | | |
| ORAL PRESENTATION | | | | | | | |
| Organization/Delivery 0 – 10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 Presentation covers some topic elements | 2 Presentation covers all topic elements but with minimal information | 3 Presentation gives complete information but does not explain the project well | 4 Presentation covers information completely but does not flow well | 5 Presentation covers all relevant information with a seamless and logical delivery | |
| Knowledge of Selected Career 0-5 points | 0 Little or no evidence of knowledge | 1 Minimal evidence of knowledge | 2 Some evidence of knowledge | 3 Knowledge of selected career is evident but not shared in presentation | 4 Knowledge of selected career is evident and shared at times in presentation | 5 Knowledge of selected career is evident and incorporated throughout the presentation | |
| Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points | 0 No evidence of relationship between career and FCS | 1 Minimal evidence of career knowledge and FCS coursework relationship | 2 Some knowledge of relationship of career and FCS coursework | 3 Knowledge of career and FCS coursework but not shared | 4 Knowledge of career and relationship to FCS is evident and shared | 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 | 3 Portfolio and visuals incorporated throughout presentation | 4 Portfolio and visuals used effectively throughout presentation | 5 Presentation moves seamlessly between oral presentation, portfolio and visuals | |
| Body Language/Clothing Choice/Voice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used | 1 Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate, voice quality is adequate | 2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good | 3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding | | | |
| Grammar/Word Usage/Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 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 | 0 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 | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | |

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

Evaluator # _____
Evaluator Initial _____

TOTAL

(90 points possible)

Room Consultant Initial _____



TEACH AND TRAIN

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?



TEACH AND TRAIN

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.



TEACH AND TRAIN

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): |
| FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable): |
| Learning Objectives: |
| National Family and Consumer Sciences Standards (or others as appropriate): |
| Career Readiness Practices (Select all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Act as a responsible and contributing citizen and employee <input type="checkbox"/> Apply appropriate academic and technical skills <input type="checkbox"/> Attend to personal health and financial well-being <input type="checkbox"/> Communicate clearly and effectively and with reason <input type="checkbox"/> Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> Demonstrate creativity and innovation <input type="checkbox"/> Employ valid and reliable research strategies <input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> Model integrity, ethical leadership and effective management <input type="checkbox"/> Plan education and career paths aligned to personal goals <input type="checkbox"/> Use technology to enhance productivity <input type="checkbox"/> 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):

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:



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.

Competitive Events Glossary (continued)

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.

Competitive Events Glossary (continued)

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®**

1910 Association Drive | Reston, VA 20191

www.fcclainc.org

competitiveevents@fcclainc.org

starevents@fcclainc.org