



2025-2026

PROFICIENCY EVENTS GUIDE

Arizona Family, Career and Community Leaders of America

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ARIZONA

Introduction to Arizona Proficiency Events

The Arizona Proficiency Events Guide is a resource offered by Arizona Family, Career and Community Leaders of America (Arizona FCCLA) to aid State Staff, chapter advisers, and members as they prepare for their competitive event(s) at the State Leadership Conference. Please note, Arizona Proficiency Events will not qualify any members to compete at the National Leadership Conference. For information on STAR Events – which qualify students to compete at the National level – view the 2025-2026 STAR Events Guide in the National FCCLA Adviser Portal.

Arizona FCCLA is pleased to offer twenty (20) proficiency events during the 2026 State Leadership Conference. Proficiency Events are designed for students to demonstrate their skills attained from their Family and Consumer Sciences program in a hands-on setting. These events are open to members that attend the State Leadership Conference so long as the event is relevant to the content area highlighted on the Arizona Proficiency Events by Content Area page of this guide.

Understanding this Guide

Within this guide, each event will have a description, time requirements and procedures for in-person competition, as no virtual options will be made available for the 2026 State Leadership Conference. This guide outlines, in detail, the requirements for each event while also supplying the exact rubric that will be used for scoring during competition. Please understand that the requirements for each event will be strictly adhered to.

Disclaimer for Competition

Each participant is responsible for having read all guidelines. Arizona FCCLA is not responsible for any entry that is late, lost, misdirected, or not received. Chapter advisers must register competitors in the Arizona FCCLA State Leadership Conference Registration system by the posted deadline to be eligible for scoring and ranking. All technical issues should be directed to Andrew.Kuntz@azed.gov as soon as possible for resolution. Only project materials available onsite at the competition are eligible for review. Any project materials lost or not in-hand by the participants during the competition will not be considered for evaluation.

Disqualification & Penalties

Disqualification is unfortunate for everyone concerned – participants, advisers, evaluators, room and lead consultants. To avoid unnecessary disappointment, keep in mind the two most common causes of disqualification:

1. **Affiliation Deadline:** Failure to affiliate before the registration deadline for the State Leadership Conference. Only affiliated members are eligible to register for Arizona Proficiency Events.
2. **Late Arrival:** Participants are encouraged to arrive 30 minutes before their presentation time. Latecomers arriving more than 15 minutes after the scheduled start time may still be permitted to compete if time allows and at the discretion of the Lead Consultant.

Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event scenario, their sample/display/project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

All work submitted must be reflective of the students' own efforts during the current school year (July 1 – June 30). If Artificial Intelligence (AI) is used, it must be clearly cited and acknowledged in the participants' project. Failure to cite the use of AI or any external resources may result in disqualification.

Entries Per Chapter

Chapters may register up to two (2) entries per level per Proficiency Events. Hands-on Culinary Arts events which are limited to two individual entries (2) per chapter. Members may only compete in one (1) Proficiency Event at the State Leadership Conference.

Presenting Policies & Guidelines

- Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. Evaluators cannot keep any items given to them by Proficiency Event participants, including gifts, unless otherwise stated in the guidelines.
- Participants are responsible for their event materials and may not have others assist them with event setup. Participants may be subjected to disqualification if they have others assist with setup after being reminded by the Room and/or Lead Consultant. Any items left behind are not the responsibility of FCCLA and may be discarded.
- All materials on display boards must be placed on a clearly defined presentation surface. Displays with a clearly defined front presentation surface (such as tri-fold display boards) may not have items on the back of the board, as consultants and evaluators would not be expected to look behind a display for project components.
- No live animals or people can be used as props or visuals. Only registered event participants may present in the competition.

Spectators

Except for the viewing periods of the culinary display events, spectators are not permitted to observe any segment of a Proficiency Event. Recording, whether through videotaping or audio recording, is strictly prohibited. Arizona FCCLA may permit media personnel and business and industry partners to attend events and observe.

Conference Supplies, Equipment, Electrical, and Wi-Fi Access

Participants must bring all needed supplies with them to the competition. Arizona FCCLA will offer a “Supplies Storage Area” at the Tucson Convention Center where participants may check-in their clean equipment when they are not competing; however, Arizona FCCLA is not responsible for lost, stolen, or forgotten equipment. Access to an electrical outlet will not be provided. Wi-Fi is not provided.

Recognition, Awards, and Scoring

Those entries receiving a gold medal, as identified below, in each level and each event will be recognized on stage during the Closing General Session of the State Leadership Conference. Given the large number of competitors, standard deviation is used to determine placement and medals in events that require more than one judging group. The use of 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, tie-breaker procedures will be utilized as needed. No ties will be allowed for first, second, or third place, but ties may remain for additional placements. All scores are considered final for placement recognition, and no scores will be changed once they have been validated by event officials and entered into the scoring database.

Participants will receive recognition at the following medals. These medals are determined by score, with the application of standard deviation. All participants will receive a printed Certificate of Recognition.

- Gold Medal (90-100)
- Silver Medal (70-89.99)
- Bronze Medal (50-69.99)

APPETIZERS DISPLAY

APPETIZERS DISPLAY

An *individual event* that recognizes members for their creativity in displaying appetizers through the demonstration of various culinary techniques focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level Two, Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select, prepare, and display an entry according to the specified theme. Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
30 minutes	Participant will have a maximum of 30 minutes to assemble, construct, decorate, and garnish their display and should use these 30 minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. All hot food may be presented cold. Toothpicks and skewers must be visible if they are integral to the display. Four (4) different appetizers with six (6) pieces of each type must be displayed according to the theme: Street Food of the World.
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant’s name, and chapter.

1 – 8 ½” X 11” page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½” X 11” page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant is to assume the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant’s chosen project.
Use of Visual During Presentation	Present visuals clearly, 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color makes the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

APPETIZERS DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

APPETIZERS DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment and tools	13-14-15-16 Excellent use of safety and sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment and tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded appropriate use of gloves and equipment and tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) principle of display	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard for age group	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover the components of the project	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	

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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses were thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS

ART OF STORYTELLING

ART OF STORYTELLING

An *individual event* that recognizes members for their ability to demonstrate appropriate storytelling techniques for an early learning environment. Presentation skills are the main source of evaluation of this event.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Level Two, Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Education & Training career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	Portfolio	Table – yes Electrical access – no Wall space – no Books – yes	Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select three (3) different Caldecott Medal Winning Books to develop three (3) lesson plans related to a subject area and then will implement the developed lesson plans. Each entry will submit a portfolio with the required documents to the Room Consultant at the designated time.	
25 minutes	Participant will have up to 25 minutes to select a book and props and prepare for its presentation to the evaluators. Caldecott Medal Winning Books for Competition <ul style="list-style-type: none"> • Interrupting Chicken by David Ezra Stein • Don't Let the Pigeon Drive the Bus by Mo Willems • When Sophie Gets Angry, Really, Really Angry by Milly Bang • The Adventures of Beekle: The Unimaginary Friend by San Santat • The Snowy Day by Ezra Jack Keats • Where the Wild Things Are by Maurice Sendak • My Rabbit Friend by Eric Rochmann • Alma and How She Got Her Name by Juana Martinez-Neal • Last Stop on Market Street by Matt de la Peña • Creepy Carrots by Aaron Reynolds
15 minutes	Participant will present their selected book and props to the evaluators.
5 minutes	Evaluators will have up to five (5) minutes to ask questions to the participant regarding submitted materials and presentation.

SPECIFICATIONS

Portfolio

Participant will submit a portfolio, in a red or white binder, that includes a collection of materials used to document and illustrate the work of the project. The portfolio may contain a maximum of twelve (12) pages and should contain documentation of experience and occupational coursework related to Education & Training students. The portfolio must contain the following items:

1 – 8 ½" X 11" page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, and event name.
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Up to two (2) – 8 ½" X 11" pages	Documentation of Experience/Occupational Coursework: documentation of units, courses, volunteer, and/or paid positions related to Education & Training career pathway.
Up to six (6) – 8 ½" X 11" pages	Lesson plans: three (3) examples of lesson plans from the subject area listed below that show a literacy connection to three (3) different story books of participant's choice: <ul style="list-style-type: none"> • Math/Manipulative • Science/Sensory • Language/Literacy • Gross Motor & Music/Movement • Art • Social Studies/Character Building • Dramatic Play/Puppetry • Fine Motor/Writing
Up to three (3) 8 ½" X 11" pages	Evidence of skills: Participant should show evidence of actual implementation of three (3) lesson plans included in the portfolio (pictures, classroom teacher evaluations, samples of hands-on activities, handouts, etc.).

Oral Presentation

Introduction	Capture the attention of the audience (evaluators) while acknowledging the source, a legal requirement.
Purpose and Focus	Establish the purpose and relate the content to the age-level appropriateness for the teller and audience with comfort and familiarity with the story.
Delivery	Present the story in a way that is enthusiastic with appropriate use of volume and tempo.
Body Language, Clothing Choice	Use appropriate body language, including gestures, posture, mannerisms, eye contact, and appropriate handling of visuals or note cards if used. Wear clothing consistent with the industry standard.
Grammar, Word Usage, Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions.

ART OF STORYTELLING

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Project Identification Page 0-2 points	0 Project Identification Page is missing	1 Project Identification Page is present but missing required components	2 Project Identification Page is present and contains all required components	
Portfolio: 12 Pages Max 0 or 2 points	0 Portfolio exceeds allotted number of pages	2 Portfolio meets allotted number of pages		
Binder 0 or 2 points	0 Binder is not an official FCCLA binder, a plain red binder, or plain white binder	1 Binder is an official FCCLA binder, a plain red binder, or plain white binder		
ROOM CONSULTANT TOTAL (5 points possible)				
AVERAGE EVALUATOR SCORE (95 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

ART OF STORYTELLING

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

PORTFOLIO (0-30 points possible)						POINTS
Documentation of Coursework 0-5 points	0 Portfolio does not have any documentation of coursework that is related to the Education & Training pathway		1-2 Portfolio shows documentation of an adequate amount of coursework and experience	3-4 Portfolio shows quality documentation of coursework and experience	5 Portfolio shows excellent documentation of superb coursework and experience	
Lesson Plans 0-10 points	0 Lesson plans are missing	1-2 Lesson plans are from one Education & Training concept	3-4 Lesson plans indicate a knowledge of multiple childhood development concepts	5-6 Lesson plans indicate an understanding of development ages, stages, and are age appropriate	7-8 Lesson plans are complete with multiple pieces of evidence of the understanding of ages and stages and are age appropriate	9-10 Innovative, interesting, and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate
Evidence of Skills 0-5 points	0 Portfolio does not have evidence of skills		1-2 Evidence is shown, but limited	3-4 Evidence of skills is apparent through portfolio	5 Portfolio has high quality evidence of superb skills	
Evidence of Developmental Knowledge 0-10 points	0 Portfolio does not have evidence of developmental knowledge		1-2-3-4 Portfolio shows evidence of developmental knowledge, but limited	5-6-7-8 Evidence of developmental knowledge includes a chart diagram, essay or graphic organizer to explain the concept	9-10 Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format	
ORAL PRESENTATION (0-65 points possible)						
Introduction/Acknowledgement of Source (Legal Requirement) 0-5 points	0 No obvious introduction		1-2 Introduction is not effective in capturing attention	3-4 Somewhat creative and attention getting	5 Introduction captured attention immediately	
Purpose and Focus 0-5 points	0 Purpose and focus is missing		1-2 Purpose and focus is weak	3-4 Purpose and focus is fairly clear	5 Establishes a purpose early and maintains focus for most of presentation	
Story Appropriate 0-5 points	0 No obvious choice of appropriate story		1-2 Story content or age level inappropriate for teller and/or audience	3-4 Adequate story content or age level appropriateness of teller and/or audience	5 Exceptional content and age level appropriate for teller and audience	
Comfort with Story 0-5 points	0 No obvious comfort with story		1-2 Teller is somewhat unfamiliar with story	3-4 Teller is comfortable with story choice	5 Teller is comfortable with story choice, develops rapport, and enthusiasm is evident	
Delivery: Enthusiasm 0-5 points	0 No enthusiasm for the presentation		1-2 Very little use of facial expressions or body language; did not generate much interest in topic being presented	3-4 Facial expressions and body language are used to generate enthusiasm, but seem somewhat faked	5 Facial expressions and body language generate a strong interest and enthusiasm about the topic in other	

Delivery: Tempo 0-5 points	0 Tempo or pauses were not used to improve the meaning or dramatic impact	1-2 Tempo or pauses were used in such a way that they were very distracting to the audience	3-4 Tempo or pauses were intentionally used but were somewhat ineffective in improving meaning or dramatic impact	5 Tempo or pauses were effective in improving meaning or dramatic impact	
Delivery: Volume 0-5 points	0 Unable to hear the presentation	1-2 Volume is often too soft to be heard by most audience members	3-4 Volume is loud enough to be heard by most audience members	5 Volume is loud enough to be heard by all audience members	
Knowledge of Story 0-5 points	0 No obvious knowledge of story	1-2 Frequent pauses, steps out of story, loses place, rambling, no story line	3-4 Some pauses, memorized word for word	5 Story flows in conventional, engaging tone	
Physical Presence / Eye Contact 0-5 points	0 No physical presence / eye contact	1-2 Flat presentation, frequent loss of eye contact	3-4 Somewhat relaxed in presentation and begins to connect with audience and inconsistent eye contact	5 Relaxed; teller is enjoying self and standing tall, strong connection with audience and good eye contact throughout	
Body Language / Clothing Choice 0-5 points	0 Body language shows nervousness and unease; inappropriate clothing	1-2 Body language shows minimal amount of nervousness; clothing is appropriate	3-4 Body language portrays participant at ease and clothing is professional	5 Body language and clothing choice both enhance the presentation	
Telling Style 0-5 points	0 No telling style	1-2 Discomfort apparent; lack luster	3-4 Somewhat nervous, but able to engage audience	5 Draws audience into the story, charismatic, expressive, excited, gestures seem natural, listeners want to hear more	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Time 0-5 points	0 Presentation is less than two (2) minutes	1-2 Two (2) to four (4) minutes, too short	3-4 Five (5) to seven (7) minutes, seems to be stretched or too short	5 Eight (8) to ten (10) minutes, leaves the audience wanting more	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

CAKE DECORATING

CAKE DECORATING

An *individual event* that recognizes members for their ability to demonstrate creativity using appropriate decorating techniques for an original cake, centered on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Level Two, Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies, including one (1) 9" x 4" styrofoam cake, and one (1) 10" cake round.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	Buttercream frosting	Electrical access – no Wall space – no Supplies – no	Chef’s uniform

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							Decorating tools, equipment, colorings, and a sufficient amount of buttercream frosting	

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will prepare their workspace, and decorate a cake to a prescribed theme while demonstrating appropriate techniques consistent within the industry.	
10 minutes	Participant will have ten (10) minutes to set up their workstation. This includes laying out necessary materials, preparing piping bags, etc. Participants may not color their frosting during this time. At the conclusion of the ten (10) minutes, the Lead and/or Room Consultant will announce the theme for the cake along with the required message.
60 minutes	Participant will have sixty (60) minutes to decorate their cake, which must contain the following elements: <ul style="list-style-type: none"> • Cake must be smooth iced with buttercream; • Bottom border must be a shell border; • Top border must be a rosette border with no larger than 2" diameter rosettes; • Three (3) buttercream roses and their leaves; and • Scripting – a message will be provided by the Lead and/or Room Consultant which must appear in cursive (script) on the cake, spelling counts. Participants may pre-color their buttercream with the understanding that colors should relate to the assigned theme.
10 minutes	Participant will have ten (10) minutes to clean up their workstations.

SPECIFICATIONS

Uniform and Appearance

Participants in this event must dress in proper attire, including a clean check jacket; chef pants; appropriate closed-toe shoes; apron; and hair restraint that keeps hair off face and shoulders. Do not wear jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, etc. Makeup should be kept to a minimum. There should be no odor present – either good or bad.

Safety and Sanitation

Disposable gloves are required for this event.

CAKE DECORATING

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not consistent with the industry standard for chef's clothing and appearance	Participant is somewhat consistent with the industry standard for chef's clothing and appearance	Participant is consistent with the industry standard for chef's clothing and appearance	
	ROOM CONSULTANT TOTAL (5 points possible)			
	AVERAGE EVALUATOR SCORE (95 points possible)			
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

CAKE DECORATING

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SAFETY & SANITATION (0-5 points possible)					POINTS
Safety & Sanitation 0-5 points	0 Disregard of safety, creating an unsafe and unsanitary situation	1-2 Shows minimal safety and sanitation concerns	3-4 Follows most safety and sanitation practices	5 Follows all safety and sanitation practices	
EQUIPMENT, SKILLS, AND TECHNIQUES (0-70 points possible)					
Equipment & Tools 0-5 points	0-1-2-3 Participant lacks understanding of the tools and equipment needed to successfully complete the intended product		4-5 Participant has a strong understanding of the tools and equipment needed to successfully complete the intended product		
Smooth Iced 0-10 points	0 This required element is not present	1-2-3-4-5 Completed cake is somewhat smooth with a large number of mistakes and lacks consistency throughout	6-7-8 Completed cake is smooth with a few mistakes throughout	9-10 Completed cake is exceptionally smooth with no errors	
Bottom Border: Shell 0-10 points	0 The required element is not present	1-2-3-4-5 Completed border is inconsistent throughout and is not appealing to the eye; significant errors are present	6-7-8 Completed border has a decent appearance, but is somewhat inconsistent throughout; few errors are present	9-10 Completed border is exceptional is appearance; consistently executed with no errors	
Top Border: Rosettes 0-10 points	0 The required element is not present	1-2-3-4-5 Completed border is inconsistent throughout and is not appealing to the eye; significant errors are present	6-7-8 Completed border has a decent appearance, but is somewhat inconsistent throughout; few errors are present	9-10 Completed border is exceptional is appearance; consistently executed with no errors	
Roses 0-15 points	0 The required element is not present	1-2-3-4-5 One (1) rose is present and exceptional in appearance	6-7-8-9-10 Two (2) roses are present and consistent in appearance	11-12-13-14-15 Three (3) roses are present, consistently executed and exceptional in appearance	
Scripting 0-10 points	0 The required element is not present, or is not in cursive (script)	1-2-3-4-5 Scripting is inconsistent in appearance and is not appealing to the eye	6-7-8 Scripting is somewhat consistent and appealing to the eye, placed appropriately on the completed cake	9-10 Scripting is exceptional in appearance and consistently executed with no errors	
Spelling 0-5 points	0 Scripting is misspelled		5 Scripting is spelled correctly		
Technique 0-5 points	0 Clear lack of understanding of the techniques needed to complete the required elements	1-2 A limited understanding of the techniques needed to complete the required elements	3-4 A strong understanding of the techniques needed to complete the required elements	5 Exceptional understanding of the techniques needed to complete all required elements	
FOOD PRODUCTION & PRESENTATION (0-20 points possible)					
Organization 0-10 points	0 Work area is not clean and is unorganized	1-2-3-4-5 Cleanliness and organization needs improvement, hard to tell what is being worked on	6-7-8 Cleanliness and organization are acceptable, minor clutter exists, can see what is being worked on	9-10 Extremely clean and organized work area, easy to see what student is working on and what equipment is being used	

Product Appearance 0-5 points	0 Product is lacking in professional presentation	1-2 Product has visible mistakes, errors in craftsmanship and lack of concern is evident	3-4 A couple of mistakes are present; overall product is visually appealing and shows skill	5 No visible mistakes with an excellent display of craftsmanship and skill	
Creativity & Time 0-5 points	0 Lacks and creativity and does not follow the theme	1-2 Adequate, but not outstanding	3-4 Creative and well-balance; good representation of the theme	5 Exceptional creative ideas and outstanding representation of the theme	
				TOTAL (95 points possible)	

EVALUATOR'S COMMENTS

CHICKEN FABRICATION

CHICKEN FABRICATION

An *individual event* that recognizes members for their ability to truss and fabricate a chicken into eight (8) pieces, meeting industry standards while demonstrating proper safety and sanitation procedure.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Level Two, Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter		Ice Three (3) feet of workspace Two (2) 2.5-3 lb chickens Electrical access – no Wall space – no Supplies – no	Chef’s uniform

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							One (1) sheet pan, parchment paper, pen/sharpie	

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will prepare their workspace, and truss and fabricate a chicken while demonstrating appropriate techniques consistent within the industry.	
5 minutes	Participant will have five (5) minutes to set up their workstation: setting out equipment, etc.
25 minutes	Participant will have twenty-five (25) minutes to truss one (1) chicken and fabricate one (1) chicken. A trussed chicken will consist of one (1) chicken properly trussed according to industry standards. A fabricated chicken will consist of eight (8) pieces: <ul style="list-style-type: none"> One (1) boneless, skinless breast; One (1) skin on airline breast – the wing bone must be frenched; Two (2) tenderloins; One (1) wing – must have the tip, second, and drum; One (1) deboned thigh; One (1) drumstick; and One (1) leg quarter. Upon successful trussing and fabrication, participant will present all food items for evaluation of appearance, temperature, and waste. All pieces must be labeled (identifying the piece) and categorized (white or dark meat) using the pen and parchment paper. Participant will be evaluated on correctly trussing, making all cuts, using the proper tool for the job, waste, cleanliness of the carcass, and proper safety and sanitation practices.
10 minutes	Participant will have ten (10) minutes to clean up their workstations.

SPECIFICATIONS

Uniform and Appearance

Participants in this event must dress in proper attire, including a clean check jacket; chef pants; appropriate closed-toe shoes; apron; and hair restraint that keeps hair off face and shoulders. Do not wear jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, etc. Makeup should be kept to a minimum. There should be no odor present – either good or bad.

Safety and Sanitation

Disposable gloves are required for this event.

Required Production Equipment

- 8" or 10" Chef Knife
- Boning Knife
- Paring Knife
- Cutting board and mat
- Sanitation (bucket and solution)
- Towels
- Parchment paper
- Butcher's twine
- Disposable gloves
- One (1) perforated half pan
- One (1) solid half pan
- Small compost / waste bucket or bowl
- Plastic wrap
- One (1) sheet pan
- Pen/Sharpie

Electronic tools are not permitted.

CHICKEN FABRICATION

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not consistent with the industry standard for chef's clothing and appearance	Participant is somewhat consistent with the industry standard for chef's clothing and appearance	Participant is consistent with the industry standard for chef's clothing and appearance	
	ROOM CONSULTANT TOTAL (5 points possible)			
	AVERAGE EVALUATOR SCORE (95 points possible)			
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

CHICKEN FABRICATION

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SAFETY & SANITATION (0-5 points possible)					POINTS
Safety & Sanitation 0-5 points	0 Disregard of safety, creating an unsafe and unsanitary situation	1-2 Shows minimal safety and sanitation concerns	3-4 Follows most safety and sanitation practices	5 Follows all safety and sanitation practices	
EQUIPMENT, SKILLS, AND TECHNIQUES (0-75 points possible)					
Equipment & Tools 0-5 points	0-1-2-3 Participant lacks understanding of the tools and equipment needed to successfully complete the intended product		4-5 Participant has a strong understanding of the tools and equipment needed to successfully complete the intended product		
One (1) Boneless, Skinless Breast 0-10 points	0 The required element is not present	1-2-3-4-5 Breast has skin remaining along with excess fat; bones or cartilage is present with breast being somewhat intact (minus the tenderloin); jagged cuts are present and pieces are missing	6-7-8 Breast has minimal skin remaining with majority of excess fat trimmed off; no bones or cartilage present with breast being mostly intact (minus the tenderloin); jagged cuts are somewhat present or pieces are missing	9-10 Breast has no skin remaining with excess fat trimmed off; no bones or cartilage are present with the whole breast being intact (minus the tenderloin); no jagged cuts or missing pieces	
One (1) Skin on Airline Breast; Frenched Wing Bone 0-10 points	0 The required element is not present	1-2-3-4-5 Wing drum is not attached; bone has not been frenched with cartilage remaining; bone is not clean; skin is somewhat intact and does not cover the breast with excess fat remaining; jagged cuts are present and pieces are missing	6-7-8 Wing drum is somewhat attached; bone has been frenched with cartilage removed; bone is somewhat clean; skin is intact and somewhat covers the breast with little excess fat remaining; jagged cuts are somewhat present or pieces are missing	9-10 Wing drum is fully attached; bone has been frenched with cartilage removed; bone is clean; skin is intact and covers the breast with excess fat trimmed off; no jagged cuts or missing pieces	
Two (2) Tenderloins 0-10 points	0 The required element is not present	1-2-3-4-5 Tenderloin is not intact but has been removed from the breast; excess fat remains with bones or cartilage; jagged cuts are present and pieces are missing	6-7-8 Tenderloin is somewhat intact and clearly removed from the breast; some excess fat remains with no bones or cartilage; jagged cuts are present or pieces are missing	9-10 Whole tenderloin is intact and clearly removed from the breast; excess fat has been trimmed off with no bones or cartilage; no jagged cuts or missing pieces	
One (1) Wing 0-10 points	0 The required element is not present	1-2-3-4-5 Wing contains one of the following: tip, second or drum; drum was not cut from the carcass with excess breast meat; bones not intact	6-7-8 Wing contains two of the following: tip, second or drum; drum was somewhat cleanly cut from the carcass with little excess breast meat; bones are somewhat intact with parts of the wing still connected to each other	9-10 Wing contains the tip, second and drum; drum has been cleanly cut from the carcass with no excess breast meat; bones are intact with all three (3) parts of the wing still connected to each other	

(CONTINUED ON NEXT PAGE)

One (1) Deboned Thigh 0-10 points	0 The required element is not present	1-2-3-4-5 Thigh has been removed from the carcass but has no separation from the drumstick; excess skin or fat is present with the skin not covering the thigh; bone or cartilage remain; jagged cuts are present or pieces are missing	6-7-8 Thigh has been mostly removed from the carcass and has a separation from the drumstick; excess skin or fat is present with skin somewhat covering the thigh; bone or cartilage have been somewhat removed; jagged cuts are somewhat present or pieces are missing	9-10 Thigh has been cleanly removed from the carcass and has a clear separation from the drumstick; no excess skin or fat is present with skin fully covering the thigh; bone and cartilage have been completely removed with no jagged cuts or pieces missing	
One (1) Drumstick 0-10 points	0 The required element is not present	1-2-3-4-5 Drumstick has been separated from the thigh at the joint with bone not being intact; excess skin and fat is present	6-7-8 Drumstick has been separated from the thigh at the joint with the bone somewhat intact; some excess skin or fat is present	9-10 Drumstick has been cleanly separated from the thigh at the joint with the bone intact; no excess skin or fat is present	
One (1) Leg Quarter 0-10 points	0 The required element is not present	1-2-3-4-5 Leg quarter has been separated from the carcass but is not intact or the oyster is not present; excess skin or fat is present, jagged cuts are present, and pieces are missing; skin does not cover the entire leg quarter	6-7-8 Leg quarter has been separated from the carcass and remains somewhat intact including the oyster; some excess skin or fat is present; jagged cuts are somewhat present or pieces are missing; skin somewhat covers the entire leg quarter	9-10 Leg quarter has been cleanly separated from the carcass and completely intact including the oyster; no excess skin or fat is present with no jagged cuts or pieces missing; skin covers the entire leg quarter	
FOOD PRODUCTION & PRESENTATION (0-15 points possible)					
Trussing 0 or 5 points	0 Chicken is not trussed to industry standards	5 Chicken is properly trussed to industry standards			
Carcass & Waste 0-5 points	0 Large amounts of meat remain on the carcass with excessive waste	1-2 Some excess meat remains on the carcass with excessive waste	3-4 Little meat remains on the carcass with minor waste	5 Carcass yield is to industry standard with minimal waste	
Identification & Labeling 0-5 points	0 No parts are identified and categorized correctly	1-2 Some parts are identified and categorized correctly	3-4 Most parts are identified and categorized correctly	5 All parts are identified and categorized correctly	
					TOTAL (95 points possible)

EVALUATOR'S COMMENTS

COMPOSED DESSERT DISPLAY

COMPOSED DESSERT DISPLAY

An *individual event* that recognizes members for their creativity in displaying composed desserts through the demonstration of various culinary techniques focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
45 minutes	Participant will have a maximum of 45 minutes to assemble, construct, decorate, and garnish their display and should use these 45 minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. Two (2) identical plates must be produced containing the following required elements: sponge cake, a crunch component (e.g. Tuile, Feuilletine, etc.), chocolate or sugar component, sauce and a molecular component (e.g. powder, foam, spherification, gel, etc.)
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant’s name, and chapter.

1 – 8 ½” X 11” page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½” X 11” page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant is to assume the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant’s chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color to make the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

COMPOSED DESSERT DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

COMPOSED DESSERT DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment and tools	13-14-15-16 Excellent use of safety and sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment and tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded appropriate use of gloves and equipment and tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) principle of display	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard for age group	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover the components of the project	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	

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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses were thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS

COOKIES DISPLAY

COOKIES DISPLAY

An *individual event* that recognizes members for their creativity in displaying cookies through the demonstration of various culinary techniques focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select, prepare, and display an entry according to the specified theme. Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
30 minutes	Participant will have a maximum of 30 minutes to assemble, construct, decorate, and garnish their display and should use these 30 minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. Four (4) different kinds of cookies showcasing at least two (2) methods – one (1) dozen of each cookie – must be produced according to the theme: Spices Around the World . Actual cookies made by the participant must be displayed.
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant’s name, and chapter.

1 – 8 ½” X 11” page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½” X 11” page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant is to assume the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant’s chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color to make the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

COOKIES DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

- The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
- At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
- At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

COOKIES DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment and tools	13-14-15-16 Excellent use of safety and sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment and tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded appropriate use of gloves and equipment and tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) principle of display	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard for age group	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover the components of the project	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	

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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses were thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS

CUPCAKE DISPLAY

CUPCAKE DISPLAY

An *individual event* that recognizes members for their creativity in displaying cupcakes through the demonstration of various culinary techniques focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select, prepare, and display an entry according to the specified theme. Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
45 minutes	Participant will have a maximum of 45 minutes to assemble, construct, decorate, and garnish their display and should use these 45 minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. Twelve (12) individual cupcakes must be decorated according to the theme: World Landmarks . Cupcakes must be individually decorated with all decorations being edible. Cupcakes do not have to be identical but do need to correlate to the provided theme. Cupcakes may not be combined to make a larger display (i.e. a cupcake <i>cake</i>).
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant’s name, and chapter.

1 – 8 ½” X 11” page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½” X 11” page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant is to assume the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant’s chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color to make the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

CUPCAKE DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

CUPCAKE DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment and tools	13-14-15-16 Excellent use of safety and sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment and tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded appropriate use of gloves and equipment and tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) principle of display	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard for age group	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover the components of the project	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	

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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses were thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS

FASHION SKETCH

FASHION SKETCH

An *individual event* that recognizes members for their ability to design and sketch a croquis based on a provided design scenario.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Visual Arts & Design career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter		One (1) copy of the Elements and Principles of Design Worksheet One (1) various croquis Plain paper	Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

5 minutes	At the designated time, the Room Consultant will provide participant with a design scenario. Participant will then have five (5) minutes to brainstorm.
35 minutes	At the conclusion of the 5-minute brainstorm period, and when instructed by the Room Consultant, the participant will have thirty-five (35) minutes to design, sketch, and color a croquis; and complete the Elements and Principles of Design Worksheet. Participants are required to bring the following supplies: one (1) file folder; colored pencils; crayons and/or markers; pencil sharpener(s); and ruler(s). No reference materials are allowed.
5 minutes	Participant will present their design to the evaluators for not more than five (5) minutes. Presentation should: (1) cover the Elements and Principles of Design used within the completed croquis; (2) demonstrate knowledge of fashion design concepts; and (3) provide insight into the design choices made.
5 minutes	Evaluators will have not more than five (5) minutes to ask participant any follow-up questions and to evaluate the completed croquis and Elements and Principles of Design Worksheet.

SPECIFICATIONS

Oral Presentation

During the oral presentation, the participant is to assume the role of a fashion designer selling to a client.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant's chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

FASHION SKETCH

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0 Participant is not professional in appearance	1-2-3 Participant is somewhat professional in appearance	4-5 Participant is professional in appearance with attire and grooming	
ROOM CONSULTANT TOTAL (5 points possible)				
AVERAGE EVALUATOR SCORE (95 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

FASHION SKETCH

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SKETCH (0-55 points possible)					POINTS
Sketching Techniques 0-15 points	0-1-2-3 No attempt has been made to add realistic detail, shading, or a variety of lines to add texture and interest	4-5-6-7 An attempt has been made to add realistic detail, shading, or a variety of lines to add textures and interest	8-9-10-11 Realistic detail, shading, or a variety of lines to add texture and interest is present	12-13-14-15 Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading, or a variety of lines to add texture and interest	
Design Scenario 0-3 points	0 The design scenario was not taken into consideration when designing the croquis	1-2 The design scenario was somewhat considered, but not fully realized in planning the croquis	3 The design scenario was evidently taken into consideration when designing the croquis		
Elements of Design 0-14 points	0-1-2-3 Only one element was used in the design	4-5-6-7 Only two (2) out of the four (4) elements were visible in the design	8-9-10-11 Only three (3) out of the four (4) elements were visible in the design	12-13-14 Color, shape, texture, and line are all evident and played a role in the design	
Principles of Design 0-14 points	0-1-2-3 Only one principle was utilized in the design	4-5-6-7 Two (2) or three (3) of the five (5) elements were visible in the design	8-9-10-11 Four (4) out of the five (5) elements were visible in the design	12-13-14 Balance, rhythm, portion, emphasis, and harmony are all evident and played a role in the design	
Accessories 0-3 points	0 No evidence of accessories	1 One (1) accessory was used	2 Accessories were used to compliment the design, but were not various in assortment	3 Accessories were creatively used to compliment the basic design, with a variety of accessories present	
Creative & Original Design 0-3 points	0 Design shows little or no evidence of original thought	1 Design lacks sincere originality	2 Design demonstrates originality	3 Design demonstrates a unique level of originality	
Craftsmanship 0-3 points	0 Final sketch is not outlined; excessive erase marks; lacks a neat and clean presentation	1 Final sketch is somewhat outlined; some eraser marks are present; neat and somewhat clean in presentation	2 Final sketch is mostly outlined; no eraser marks present; small scuffs or other markings on paper; neat and clean in presentation	3 Final sketch is outlined; no eraser marks present; no scuffs or other markings on paper; neat and clean presentation	
ORAL PRESENTATION (0-40 points possible)					
Organization & Delivery 0-10 points	0-1-2 Presentation is not completed or does not explain the elements and principles of design	3-4-5 Presentation covers all project elements and principles of design with minimal explanation	6-7-8 Presentation gives complete information on the elements and principles of design; does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	0 None shared or information shared was not correct	1-2 Minimal knowledge shared during presentation	3-4 Knowledge of fashion design concepts is evident and shared at times during the presentation	5 Knowledge of fashion design concepts is evident and incorporated throughout the presentation	

Voice 0-5 points	0 No voice qualities are used; or are used but ineffectively	1-2 Voice is quality and adequate	3-4 Voice quality is good; could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language 0-10 points	0-1-2 Body language shows nervousness and unease	3-4-5 Body language shows minimal amount of nervousness	6-7-8 Body language portrays participant at ease	9-10 Body language enhances the presentation	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

FCCLA KNOWLEDGE BOWL

FCCLA KNOWLEDGE BOWL

An *team event* that recognizes members for their ability to recall facts and information about Arizona FCCLA, National FCCLA, Family and Consumer Sciences, Career and Technical Education, Career and Technical Student Organizations, and *Robert’s Rules of Order, Newly Revised*.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Four member.
- Teams may consist of any combination of Levels.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
Five (5) per entry; One (1) entry per chapter			Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

This event has a prelims and finals round.

PRELIMS ROUND

30 minutes	<p>At the designated time each participant will take their seat at a laptop. Participants will have thirty (30) minutes to answer fifty (50) knowledge questions related to Arizona FCCLA, National FCCLA, Family and Consumer Sciences, Career and Technical Education (CTE), Career and Technical Student Organizations (CTSOs), and <i>Robert’s Rules of Order, Newly Revised</i>. Questions may be multiple choice, or true or false. Each participant on the team will complete the test individually. Each question is worth one (1) point for a total of 50 possible points. Correct answers will result in a gain of one (1) point, while incorrect answers will result in a gain of zero (0) points; there are no negative points for incorrect answers. Participants may not reference any materials – physical or electronic – during the thirty (30) minute testing window. Any participant found to be accessing or referencing materials will be disqualified from the event, reducing the total available aggregate score for that team by 50 points. The remainder of the team will be eligible to continue the event – so long as they are not found to be accessing or referencing materials – but will only be eligible for the medal in which their aggregate score correlates with.</p> <p>At the conclusion of the test, each participants’ score will be added resulting in the team’s aggregate score. All teams will be awarded medals based on the following aggregate scores:</p> <ul style="list-style-type: none"> • Gold Medal (225-250) • Silver Medal (175-224) • Bronze Medal (125-174) <p>The two (2) teams with the highest aggregate score will move onto the finals round during the Business & Recognition Session. Notifications will be sent to the adviser via email and phone call.</p>
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FINALS ROUND

20 minutes	<p>At the designated time, all team participants will report to the General Session room. Teams will be placed in a holding area and/or in reserved seating during the general session when the Finals Round of the event is not taking place. Participants are prohibited from accessing or referencing any materials during this time.</p>
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Each participant will be introduced by the FCCLA Knowledge Bowl Host, hereinafter referred to as the host, and then will take their designated seat on stage. The host will review the process and rules for the competition for both teams to hear, and for the audience to hear. If at any point a member of the audience shouts-out the answer to the question being asked, the question will be thrown out and a new question will be asked. The answer to all questions is at the discretion of the evaluators who will be seated near the front center of the stage in the audience. Any participant on either team may challenge the answer to a question – that is, their answer is said to be incorrect, but they believe it to be correct; or the answer is said to be correct, but they believe it to be incorrect. The decision of the evaluators shall be final. Two (2) unsuccessful challenges will result in a team losing the ability to challenge an answer.

Round 1: Individual Round

One-by-one, each participant on each team will be asked a multiple-choice knowledge question related to Arizona FCCLA, National FCCLA, Family and Consumer Sciences, Career and Technical Education (CTE), Career and Technical Student Organizations (CTSOs), and *Robert’s Rules of Order, Newly Revised*. Questions will have been randomized and may vary in difficulty. After the host has finished asking the question, participant will have five (5) seconds to answer the question. Participant may not provide an answer to the question before the host has finished asking it. A correct answer will result in the gain of one (1) point for the team; an incorrect answer will result in the gain of zero (0) points, the question will be thrown out, and the next participant will be given a new question. If at the conclusion of the five (5) seconds an answer has not been provided: the question will be thrown out, no points will be awarded, and the next participant will be given a new question. The order for questions will be Team 1, Participant 1; Team 2, Participant 1; Team 1, Participant 2; etc. with the complete cycle being completed twice for a maximum – assuming all questions are answered correctly – of ten (10) points per team. Participants may not consult their teammates during this round.

Round 2: Team Round

One-by-one, each team will be asked a knowledge question related to Arizona FCCLA, National FCCLA, Family and Consumer Sciences, Career and Technical Education (CTE), Career and Technical Student Organizations (CTSOs), and *Robert’s Rules of Order, Newly Revised*. These questions will not be multiple choice. Questions will have been randomized and may vary in difficulty. After the host has finished asking the question, any participant on the team may buzz in and will have five (5) seconds to answer the question. No participant on the team may buzz in and provide an answer to the question before the host has finished asking it. A correct answer will result in the gain of one (1) point for the team; an incorrect answer, or failure to provide an answer within five (5) seconds will result in the gain of zero (0) points, and the opposing team having the ability to steal the question. The host will restate the question. At the conclusion of restating the question, any participant on the opposing team may buzz in and will have five (5) seconds to answer the question. No participant on the team may buzz in and provide an answer to the question before the host has finished asking it. A correct answer will result in the gain of one (1) point for the opposing team; an incorrect answer, or failure to provide an answer within five (5) seconds will result in the gain of zero (0) points for either team, the question will be thrown out, and the next team will be given their new question. This back-and-forth asking of questions to each team will continue for a total of ten (10) questions: five (5) original questions being asked to each team in an alternating manner. Participants may consult their teammates prior to giving an answer, but within the allotted time.

It is important to note that precision is key. A question related to the FCCLA Tagline would have a correct answer of “The Ultimate Leadership Experience”; “Ultimate Leadership Experience” would be an incorrect answer as it is missing “The”.

Round 3: Speed Round

The host will ask a knowledge question related to Arizona FCCLA, National FCCLA, Family and Consumer Sciences, Career and Technical Education (CTE), Career and Technical Student Organizations (CTSOs), and *Robert’s Rules of Order, Newly Revised*. These questions will not be multiple choice. Questions will have been randomized and may vary in difficulty. After the host has finished asking the question, any participant on either team may buzz in and will have five (5) seconds to answer the question. No participant on either team may buzz in and provide an answer to the question before the host has finished asking it. A correct answer will result in the gain of one (1) point for the team; an incorrect answer, or

failure to provide an answer within five (5) seconds will result in the gain of zero (0) points, and the opposing team having the ability to steal the question. The host will restate the question. At the conclusion of restating the question, any participant on the opposing team may buzz in and will have five (5) seconds to answer the question. No participant on the team may buzz in and provide an answer to the question before the host has finished asking it. A correct answer will result in the gain of one (1) point for the opposing team; an incorrect answer will result in the gain of zero (0) points for either team, the question will be thrown out, and the next question will be asked. Participants may consult their teammates prior to giving an answer, but within the allotted time. A total of five (5) questions will be asked during this round with either team being able to buzz in and provide an answer as outlined above.

It is important to note that precision is key. A question related to the FCCLA Tagline would have a correct answer of “The Ultimate Leadership Experience”; “Ultimate Leadership Experience” would be an incorrect answer as it is missing “The”.

At the conclusion of Round 3, the team with the highest score will be awarded 1st Place and the team with the lower score will be awarded 2nd Place. If at the conclusion of the five (5) questions from Round 3 there is a tie, questions will continue to be asked in the same manner as defined in Round 3 until one (1) team has the most points and can be declared the winner.

RESOURCES

Questions will be pulled from the following materials, or materials in which may be embedded or linked within them:

- azfccla.org
- fcclainc.org
- Arizona FCCLA Bylaws
- Arizona FCCLA Policies & Procedures
- National FCCLA Bylaws
- *Robert’s Rules of Order, Newly Revised*
- 2025-2026 Arizona Proficiency Events Guide
- 2025-2026 Competitive Events Guide
- acteaz.org
- ctsos.org
- azed.gov/cte
- aafcs.org

IMPROMPTU SPEAKING

IMPROMPTU SPEAKING

An *individual event* that recognizes members for their ability to address a topic relating to FCCLA and Family and Consumer Sciences education without prior preparation.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter		One (1) 4" X 6" note card	Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

10 minutes	At the designated time, participants will be presented with three (3) topics from which they must pick one (1) for their oral presentation. Topics will relate to FCCLA purposes, activities, current programs, and/or Family and Consumer Sciences education. After a topic has been selected, participant will have ten (10) minutes to prepare for their oral presentation. Participants will be provided one (1) 4" X 6" note card of which they may write on the front and back side. This note card may be used during the oral presentation. No additional resources may be used during the event.
5 minutes	Participant will be introduced by the Room Consultant to the evaluators. Participant will then state the topic they selected. They will then have five (5) minutes to deliver their oral presentation. At the conclusion of the event, participant will surrender their note card to the Room Consultant.

IMPROMPTU SPEAKING

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0 Participant is not professional in appearance	1-2-3 Participant is somewhat professional in appearance	4-5 Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL (5 points possible)			
			AVERAGE EVALUATOR SCORE (95 points possible)	
			FINAL SCORE (Room Consultant Total + Average Evaluator Score)	

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

IMPROMPTU SPEAKING

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CONTENT (0-55 points possible)					POINTS	
Introduction 0-5 points	0 No obvious introduction	1-2 Introduction is not effective in capturing attention	3-4 Introduction is somewhat creative and attention grabbing	5 Introduction captured attention completely		
Relationship to Family and Consumer Sciences and/or Related Careers 0-10 points	0 No evidence of relationships to FCS and/or career knowledge	1-2-3 Minimal evidence of relationship to FCS and/or career knowledge	4-5-6-7 Knowledge of relationship to FCS and/or career knowledge is evident but not well explained	8-9-10 Knowledge of relationship to FCS and/or career knowledge is evident and explained well		
Relationship to FCCLA Programs, Purposes, and Activities 0-10 points	0 No evidence of relationship to FCCLA	1-2 Referenced FCCLA purposes, programs, or activities but not in relation to topic	3-4 Used one (1) example of FCCLA purposes, programs, or activities in relation to the topic	5-6 Used two (2) examples of FCCLA purposes, programs, or activities in relation to the topic	7-8 Used three (3) examples of FCCLA purposes, programs, or activities in relation to the topic	9-10 Used four (4) or more examples of FCCLA purposes, programs, or activities in relation to the topic
Purpose & Focus 0-10 points	0 Purpose and focus is missing	1-2-3-4 Purpose and focus is weak and difficult to figure out	5-6-7-8 Purpose and focus is implied, but not fairly clear	9-10 Established a purpose early and maintains focus for most of presentation		
Idea Organization 0-5 points	0 Ideas are not organized, hard to follow; audience left confused by disorganization	1-2 Ideas lack coherence, consistency, and flow; audience has to make assumptions to follow	3-4 Ideas are mostly coherent but not clearly supported in project flow; portions are hard to follow	5 Ideas are coherent and organized; project flows easily		
Topic Development 0-10 points	0 Presentation is not related to the chosen topic	1-2-3-4 Very little relationship between presentation and chosen topic	5-6-7-8 Presentation somewhat centers on chosen topic	9-10 Topic is generally addressed and developed		
Summary, Ending 0-5 points	0 Ending is abrupt, weak, or missing	1-2 Ending is somewhat developed but does not provide closure	3-4 Ending meets average audience expectations	5 Ending is creative and closes the presentation well		
DELIVERY (0-40 points possible)						
Enthusiasm 0-10 points	0 No enthusiasm for the presentation	1-2-3 Very little use of facial expressions or body language; did not generate much interest in topic being presented	4-5-6-7 Facial expressions and body language are used to try to generate enthusiasm but seem somewhat fake	8-9-10 Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others		
Tempo 0-5 points	0 Tempo or pauses were used in such a way that they were distracting to the audience	1-2 Tempo or pauses were not used to improve meaning or dramatic impact	3-4 Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	5 Tempo or pauses were helpful in improving meaning or dramatic impact		
Volume 0-5 points	0 Unable to hear the presentation	1-2 Volume is often too soft to be heard by all audience members	3-4 Volume is loud enough to be heard by all audience members at least 80% of the time	5 Volume is loud enough to be heard by all audience members at least 90% of the time		

Eye Contact 0-5 points	0 No eye contact with evaluators or audience	1-2 Limited eye contact with audience	3-4 Inconsistent eye contact with audience	5 Good eye contact with audience	
Body Language 0-5 points	0 Body language shows nervousness and unease	1-2 Body language shows minimal amount of nervousness	3-4 Body language portrays participant is at ease	5 Body language enhances the presentation	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Time 0-5 points	0 Presentation is less than one (1) minute	1-2 Presentation is less than two (2) minutes	3-4 Presentation is between two (2) and three (3) minutes in length	5 Presentation is between three (3) and five (5) minutes in length	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

INTERIOR DESIGN SKETCH

INTERIOR DESIGN SKETCH

An *individual event* that recognizes members for their ability to problem solve, design, and sketch an interior space using the provided scenario.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Visual Arts & Design career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter		Floor plan evaluation sheet Graph paper Furniture symbol chart Floor plan	Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

35 minutes	At the designated time, participants will be given a design scenario by the Room Consultant. When instructed, participants will have thirty-five (35) minutes to sketch, for one (1) identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the plan, and complete the Floor Plan Evaluation Sheet. The floor plan must be drawn at a scale of ¼" = 1'. Participants may add, move, or remove doorways and windows if desired. The dimension of the room or its location in the provided floor plan cannot be changed.
5 minutes	At the conclusion of the sketching period, participant will deliver an oral presentation of up to five (5) minutes in length using the completed sketch and Floor Plan Evaluation Sheet. At the conclusion of the presentation, participant will provide the completed sketch and Floor Plan Evaluation Sheet to the evaluators in a file folder.
5 minutes	Evaluators will have not more than five (5) minutes to ask participant any follow-up questions and to evaluate the completed sketch and Floor Plan Evaluation sheet.

INTERIOR DESIGN SKETCH

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not professional in appearance	Participant is somewhat professional in appearance	Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL			
	(5 points possible)			
AVERAGE EVALUATOR SCORE				
(95 points possible)				
FINAL SCORE				
(Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

INTERIOR DESIGN SKETCH

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SKETCH (0-25 points possible)					POINTS
Floor Plan Drawn to Scale 0-10 points	0-1-2-3-4 Scale not used; architectural features incorrect, and/or dimension incorrect	5-6-7-8 ¼" scale used inconsistently; some architectural features shown and drawn with mostly correct dimensions		9-10 ¼" scale used consistently; all architectural features shown and drawn correctly with correct dimensions	
Furniture Arrangement 0-15 points	0 No furniture arrangement shown	1-2-3-4-5 Arrangement negatively impacts circulation; does not reflect identified principles of design	6-7-8-9-10 Arrangement positively impacts circulation or reflects identified principles of design, but not both	11-12-13-14-15 Arrangement positively impacts circulation and reflects identified principles of design	
FLOOR PLAN EVALUATION SHEET (0-35 points possible)					
Identified Room 0-20 points	0-1-2-3-4-5 Did not attempt or provided very little information	6-7-8-9-10 Design choices are somewhat explained but show limited understanding of design problem	11-12-13-14-15 Design choices are explained and show general understanding of design problem	16-17-18-19-20 Design choices are explained fully and reflect thorough understanding of design problem	
Overall 0-15 points	0 Did not attempt or provided very little information	1-2-3-4-5 Response is mostly appropriate but reflects limited understanding	6-7-8-9-10 Response is appropriate and reflects general understanding	11-12-13-14-15 Response is appropriate and reflects thorough understanding	
ORAL PRESENTATION (0-35 points possible)					
Organization & Delivery 0-10 points	0-1-2 Presentation is not completed or does not explain the elements and principles of design	3-4-5 Presentation covers all project elements and principles of design with minimal explanation	6-7-8 Presentation gives complete information on the elements and principles of design; does not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	0 None shared or information shared was not correct	1-2 Minimal knowledge shared during presentation	3-4 Knowledge of fashion design concepts is evident and shared at times during the presentation	5 Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
Voice 0-5 points	0 No voice qualities are used; or are used but ineffectively	1-2 Voice is quality and adequate	3-4 Voice quality is good; could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language 0-10 points	0 Body language shows nervousness and unease	1-2 Body language shows minimal amount of nervousness	3-4 Body language portrays participant at ease	5 Body language enhances the presentation	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

An *individual event* that recognizes members for their ability to develop an original lesson plan and offer tailored modifications based on a provided student profile, ensuring that the student’s specific learning needs are met.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Education & Training career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	Lesson plan		Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

10 minutes	At the designated time, participants will provide three (3) copies of their prepared lesson plan to the Room Consultant. The Room Consultant will then give participants a student profile tailored to their selected grade level. After reviewing the student profile and their lesson plan, participant will have ten (10) minutes to provide recommendations for modifications and/or accommodations that meet the student’s educational needs. Such modifications and accommodations will be recorded on the Accommodations and Modifications Recommendations Worksheet.
10 minutes	Once the modifications portion of the event has concluded, participant will deliver an oral presentation to the evaluators that is not more than ten (10) minutes in length.
5 minutes	Evaluators will have not more than five (5) minutes to ask participant any follow-up questions and to evaluate the completed Accommodations and Modifications Recommendations Worksheet.

SPECIFICATIONS

File Folder – Lesson Plan

Participants will submit one (1) letter-size folder containing four (4) identical sets, with each set stapled separately, of the items listed below to the Room Consultant at the designated time. The file folder must be labeled (typed or handwritten) in the top left corner with the name of the event, event level, participant’s name, and chapter.

Participants should select one of the following grade levels and develop an age-appropriate lesson plan using the provided lesson plan template.

- **Primary:** K-3rd Grade
- **Intermediate:** 4th Grade – 5th Grade
- **Middle School:** 6th Grade – 8th Grade
- **High School:** 9th Grade – 12th Grade

Planning	Indicate the topic, grade level, time frame, learning objectives, and state/national standards.
Organization	List all materials needed and describe the instructional strategies used to implement the lesson.
Activities	Choose up to three (3) activities to implement the lesson. Describe each activity – include activity time frame and materials needed.
Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.

Other Resources	Develop resources needed to implement the lesson (e.g. handouts, etc.) and include them in file folder as applicable.
Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.

Modifications

Develop three (3) tailored modifications for the identified student. Use the Accommodations and Modifications Recommendations worksheet to detail rationale for each modification.

Oral Presentation

During the oral presentation, the participant is to assume the role of an educator.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant’s chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-4 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2	3-4	
	Participant is not professional in appearance	Participant is somewhat professional in appearance	Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL			
	(4 points possible)			
AVERAGE EVALUATOR SCORE				
(96 points possible)				
FINAL SCORE				
(Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

LESSON PLAN (0-29 points possible)						POINTS
Targeted Grade 0-5 points	0 Lesson plan is inappropriate for selected grade level		5 Lesson plan is appropriate for selected grade level			
Planning 0-4 points	0 Not evident	1-2 Planning portion of lesson plan is unclear or does not meet criteria	3 Lesson plan generally meets all planning criteria	4 Lesson plan clearly meets all planning criteria		
Organization 0-4 points	0 Not included	1-2 Materials and strategies for lesson implementation poorly designed	3 Materials and strategies for lesson plan implementation generally detailed	4 Materials and strategies for lesson plan implementation well developed		
Activities 0-4 points	0 No activities prepared	1-2 Selected activities do not support lesson plan or are poorly detailed	3 One (1) to three (3) activities selected support lesson plan and are detailed	4 One (1) to three (3) activities selected clearly support lesson plan and are well detailed		
Assessment 0-4 points	0 Not included	1-2 Assessment method(s) unclear or improvement plan poorly detailed	3 Assessment method(s) generally evident; plan for improvement detailed	4 Assessment method(s) clearly evident; plan for improvement well detailed		
Other Resources 0-4 points	0 No resources developed	1-2 Resources for lesson plan poorly developed or not included in file folder	3 Resources for lesson plan generally developed and included in file folder	4 Resources for lesson plan well developed and included in file folder		
Sources, Notes, and Documentation 0-4 points	0 Not included	1-2 Citation for specific lesson plan materials and notes are poorly detailed	3 Citation for specific lesson plan materials and notes are generally detailed	4 Citation for specific lesson plan materials and notes are well detailed		
MODIFICATIONS (0-30 points possible)						
Modification 1 0-10 points	0 Not provided	1-2-3 Lesson plan modification and rationale poorly detailed using provided worksheet	4-5-6 Lesson plan modification and rationale loosely detailed using provided worksheet	7-8 Lesson plan modification and rationale detailed using provided worksheet	9-10 Lesson plan modification and rationale well detailed using provided worksheet	
Modification 2 0-10 points	0 Not provided	1-2-3 Lesson plan modification and rationale poorly detailed using provided worksheet	4-5-6 Lesson plan modification and rationale loosely detailed using provided worksheet	7-8 Lesson plan modification and rationale detailed using provided worksheet	9-10 Lesson plan modification and rationale well detailed using provided worksheet	
Modification 3 0-10 points	0 Not provided	1-2-3 Lesson plan modification and rationale poorly detailed using provided worksheet	4-5-6 Lesson plan modification and rationale loosely detailed using provided worksheet	7-8 Lesson plan modification and rationale detailed using provided worksheet	9-10 Lesson plan modification and rationale well detailed using provided worksheet	

ORAL PRESENTATION (0-37 points possible)						
Organization & Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1-2-3 Presentation covers some or all topic elements with limited information	4-5-6 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	
Overview of Lesson Plan 0-5 points	0 Original lesson plan is not addressed in oral presentation	1-2 Original lesson plan overview poorly explained	3 Original lesson plan overview loosely explained	4 Original lesson plan overview explained	5 Original lesson plan overview explained well	
Overview of Student Profile 0-5 points	0 Student profile is not addressed in oral presentation	1-2 Student profile overview poorly explained	3 Student profile overview loosely explained	4 Student profile overview explained	5 Student profile overview explained well	
Knowledge of Appropriate Modifications/ Accommodations 0-5 points	0 Knowledge of modifications/ accommodations is not evident	1-2 Knowledge of modifications/ accommodations is limited	3 Knowledge of modifications/ accommodations is evident but not justified effectively in presentation	4 Knowledge of modifications/ accommodations is evident and justified in the presentation	5 Knowledge of modifications/ accommodations is clearly evident and justified effectively in the presentation	
Voice 0-5 points	0 No voice qualities are used; or are used but ineffectively	1 Voice is quality and adequate	2 Voice quality is good; could improve	3 Voice quality is outstanding and pleasing to listen to		
Body Language 0-10 points	0 Body language shows nervousness and unease	1 Body language shows minimal amount of nervousness	2 Body language portrays participant at ease	3 Body language enhances the presentation		
Grammar, Word Usage, Pronunciation 0-5 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 Responses to questions did not indicate adequate understanding of skills needed	2 Responses to questions were appropriate and reflect good understanding of skills needed	3 Responses to questions were appropriate and reflect excellent understanding of skills needed		
					TOTAL (96 points possible)	

EVALUATOR'S COMMENTS

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Sample Student Profile

The student profile provided here is solely a sample and does not represent the actual student profile that will be used on-site.

STUDENT DEMOGRAPHICS			
Name	Grade Level	Age	Gender
John Smith	Junior (11th Grade)	16	Male

STUDENT PROFILE	
Interests	John enjoys playing basketball and listening to music. He is also interested in video games and technology.
Learning Needs	John has ADHD, which affects his ability to concentrate for extended periods of time. He can become easily distracted and may struggle to follow multi-step instructions. John benefits from having structure and routine in his learning environment, as well as visual aids and hands-on activities that allow him to engage with the material in a more interactive way. He may also benefit from breaks or opportunities to move around during longer periods of instruction.
Learning Strengths	John is a visual and kinesthetic learner, which means he benefits from seeing and doing rather than just hearing information. He has a strong ability to problem solve and think creatively and is often able to generate unique solutions to complex problems. John is also a quick learner and has a strong memory for information that is presented in a way that is engaging and interactive.
Learning Challenges	John may struggle to complete longer assignments and projects due to his ADHD and may require additional support or guidance to stay on track. He may also struggle with social interactions, particularly in large groups, and may benefit from opportunities to practice communication and social skills.
Learning Goals	John wants to improve his grades in math and science, as he hopes to pursue a career in engineering or computer science after graduation. He also wants to become a more effective communicator and build stronger relationships with his peers.

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Modifications and Accommodations Recommendations Worksheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

Use the provided worksheet to indicate three (3) modifications/accommodations you would recommend making to your original lesson plan based on the provided student profile. Prior to starting your oral presentation, provide each evaluator with a copy of your original lesson plan and this worksheet.

MODIFICATION/ACCOMODATION #1	
Proposed Modification/Accommodation	Rationale
<i>What modifications/accommodations are you proposing for the selected student?</i>	<i>Why would this modification/accommodation be appropriate? Use information from the student profile to back up your choice?</i>

MODIFICATION/ACCOMODATION #2	
Proposed Modification/Accommodation	Rationale
<i>What modifications/accommodations are you proposing for the selected student?</i>	<i>Why would this modification/accommodation be appropriate? Use information from the student profile to back up your choice?</i>

MODIFICATION/ACCOMODATION #3	
Proposed Modification/Accommodation	Rationale
<i>What modifications/accommodations are you proposing for the selected student?</i>	<i>Why would this modification/accommodation be appropriate? Use information from the student profile to back up your choice?</i>

LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Lesson Plan Template

Competitor Name: _____ Judge: _____

Chapter Name: _____

LESSON TITLE
INTENDED GRADE LEVEL AND SUBJECT AREA
TIME FRAME
<i>How much time will it take to complete this lesson (video, handout, activity)?</i>
REQUIRED PRIOR KNOWLEDGE
<i>What prior knowledge or classes are required for this lesson?</i>
LEARNING OBJECTIVES
<i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place (student-centered, thinking-centered, performance-based).</i>
NATIONAL/STATE STANDARDS
<i>Please list the national and/or state standards that your lesson aligns with.</i>
MATERIALS NEEDED
<i>Please list all of the materials the student will need in order to complete the lesson.</i>
INSTRUCTIONAL STRATEGIES
<i>Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education.</i>
DIFFERENTIATIONS, MODIFICATIONS, & ACCOMODATIONS
<i>What strategies/methods would you use to differentiate for different learning styles? How can modifications and accommodations be made for special needs students (IEP)?</i>

ACTIVITY #1
Activity Title: Time Frame: Materials Needed: Directions:
ACTIVITY #2
Activity Title: Time Frame: Materials Needed: Directions:
ACTIVITY #3
Activity Title: Time Frame: Materials Needed: Directions:
FORMATIVE/SUMMATIVE ASSESSMENT
<i>What activity will teachers use to assess each student's attainment of the objective? Will this be done through oral, aural, written, or applied performance assessments?</i>
CLOSURE & REFLECTION
<i>Provide questions or an activity that can be used for students to reflect on what they learned and assess their own progress towards achieving this instructional objective?</i>
LIFE SKILL APPLICATION
<i>How will this skill taught or knowledge gained apply to their lives outside of class?</i>
RESOURCES
<i>Please describe the resources provided for this lesson (e.g. graphic organizer, handouts, PowerPoint presentation, etc.)</i>
SOURCES
<i>If applicable, please cite any published or copyrighted materials used in the lesson plan.</i>
ADDITIONAL NOTES

LITERACY CONNECTION: STORY STRETCHING

LITERACY CONNECTION: STORY STRETCHING

An *individual event* that recognizes members for their ability to plan, design, and demonstrate a story stretching activity for either an individual child or small group of children. Members will be evaluated on the story book selection, the association to subject areas, the connection to the Arizona Early Learning Standards, and the age and developmentally appropriateness of the activity.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Education & Training career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	Story Stretching Web Worksheet		Official dress -or- Professional dress appropriate to event

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
							Story book; resource container	

COMPETITION PROCEDURES & TIME REQUIREMENTS

Prior to Competition	Participants will complete the Story Stretching Web Worksheet which includes: student’s name, chapter name, and developmental level. This completed sheet should be placed in a sheet protector, and should explain how to incorporate the selected story book into each of the following subject areas: <ul style="list-style-type: none"> • Math / Manipulative • Science / Sensory • Language / Literacy • Gros Motor & Music / Movement • Art • Social Studies / Character Building • Dramatic Play / Poetry • Fine Motor / Writing Selected story books must have been awarded the Caldecott Medal or selected as Honor Book by the Caldecott Foundation.
20 minutes	Participants will randomly draw one (1) of the above subject areas, and will have twenty (20) minutes to prepare a lesson plan activity focusing on one (1) of the following developmental levels: 3-5- or 6-8-year-old children.
20 minutes	Participants will then have twenty (20) minutes to share their story book selection and present their lesson activity to the evaluators.
5 minutes	Evaluators will have not more than five (5) minutes to ask participant any follow-up questions.

SPECIFICATIONS

Resource Container

The Resource Container is a sturdy container that holds resource materials and supplies assembled by the participant for use in planning and presenting the learning activity. All materials must fit into the closed container. The container and lid must not exceed 17 ½ inches wide by 14 1/2" inches deep by 11 ½ inches high. Materials and supplies may include, but are not limited to:

- | | | |
|-----------------------------------|--------------------|------------|
| Crayons | Colored Paper | Scissors |
| Markers | Craft Sticks | Stapler |
| Pencils | Felt | Hole Punch |
| Tape | Socks | Songs |
| Straws | Glue / Glue Sticks | Yarn |
| Arizona Early Learning Standards* | | |

* No other types of resource books or manuals may be included in the resource container.

LITERACY CONNECTION: STORY STRETCHING

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0 Participant is not professional in appearance	1-2-3 Participant is somewhat professional in appearance	4-5 Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL (5 points possible)			
			AVERAGE EVALUATOR SCORE (95 points possible)	
			FINAL SCORE (Room Consultant Total + Average Evaluator Score)	

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

LITERACY CONNECTION: STORY STRETCHING

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

STORY STRETCHING WEB WORKSHEET (0-10 points possible)						POINTS
Developmentally Appropriate Activities 0-10 points	0-1-2-3 No developmentally appropriate activity	4-5-6 Partially completed; lacks developmentally appropriate activities/details	7-8-9 Somewhat complete; refinement needed for developmentally appropriate activities/details	10 Complete; developmentally appropriate activities/details used		
LESSON PLAN (0-65 points possible)						
Learning Goal / Objective 0-10 points	0 No written plan	1-2-3 Written plan is limited in scope	4-5-6 Written plan is evident with an objective/goal	7-8-9 Objectives/goal are well written and thought out	10 Objectives/goal are well written and thought out with measurable outcomes	
Arizona Early Learning Standards 0-5 points	0 Does not meet Arizona Early Learning Standards		5 Meets the Arizona Early Learning Standards			
Rationale 0-5 points	0 No written rationale plan	1 A written rationale plan is limited in scope	2 A written rationale plan is evident	3 Written plan has been explained well	4-5 Rationale is well written and thought out with measurable outcomes	
Setting 0-10 points	0 No evident setting	1-2-3 Setting and activity is all explained	4-5-6 Setting and activity is well planned and detailed in description	7-8-9 Setting and activity is well planned with creativity and appropriateness for age level	10 Setting and activity has variety; resources are creative, safe and appropriate for the activity; materials may be recycled or are environmentally friendly	
Materials & Supplies 0-5 points	0 No evident materials and supplies	1 Activity, materials, and supplies are explained	2 Activity, materials, and supplies are well planned and detailed in description	3 Activity, materials, and supplies are well planned with creativity and appropriateness for age level	4-5 Activity, materials, and supplies have variety; resources are creative and safe for the activity; materials may be recycled or environmentally friendly	
Teaching Strategies & Interactions 0-10 points	0 Introduction missing	1-2-3 Introduction is limited	4-5-6 Introduction includes one or more objectives and limited instruction	7-8-9 Introduction includes objectives, instructions, and directions with clarity	10 Introduction includes objectives, instructions, and directions with clarity while making activity seem fun and would engage children in learning	

Accommodations 0-5 points	0 No accommodation plans are evident	1-2 Accommodation plans include modifications but are limited	3-4 Accommodation plans are complete and with multiple methods evident	5 Accommodation plans are creative and thoughtful; activity includes multiple content areas	
Evaluation 0-10 points	0 No evaluation method is evident	1-2-3-4-5 Evaluation method is partially evident		6-7-8-9-10 Ongoing evaluation throughout lesson and summative evaluation	
Family Follow Up 0-5 points	0 No family follow up provided	1-2-3 Family follow up is not well thought out		4-5 Provided a well thought out family follow up	
ORAL PRESENTATION (0-20 points possible)					
Voice 0-4 points	0 No voice qualities are used; or are used but ineffectively	1 Voice is quality and adequate	2 Voice quality is good; could improve	3-4 Voice quality is outstanding and pleasing to listen to	
Body Language 0-8 points	0 Body language shows nervousness and unease	1-2 Body language shows minimal amount of nervousness	3-4-5 Body language portrays participant at ease	6-7-8 Body language enhances the 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	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

LITERACY CONNECTION: STORY STRETCHING

Lesson Plan Activity

Competitor Name: _____ Subject Area: _____

Developmental Level: 3-5 years old 6-8 years old

1. **Learning Goal/Objective for Activity:** What knowledge or skills will this activity help children know and be able to do?

2. **Arizona Early Learning Standard**

3. **Rationale:** Why is the knowledge or skill important for children to know and be able to do at this age?

4. **Setting:** Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.

5. **Materials/Supplies:** What materials and supplies will be used to prepare for and carry out the activity with the children?

6. **Teaching Strategies:** Describe in detail the activity you plan to do with the children.

7. **Accommodations:** How will you modify or adapt this plan to accommodate the classroom simulation where there are multiple ages/special needs children in one room?

8. **Evaluation:** How will you evaluate the children's achievement of the goal or objective?

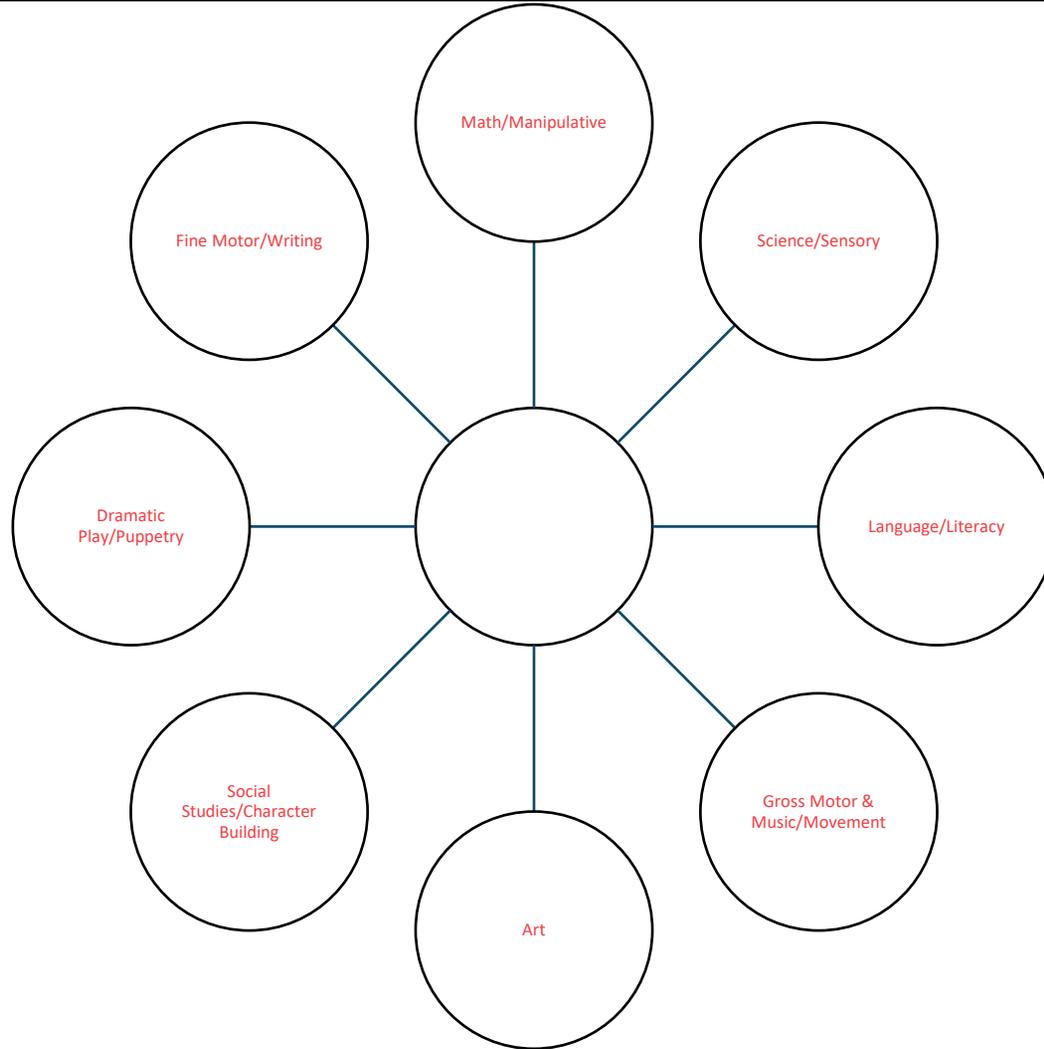
9. **Family Follow Up:** How will you actively engage families in the learning process?

LITERACY CONNECTION: STORY STRETCHING

Lesson Plan Activity

Competitor Name: _____ Subject Area: _____

Developmental Level: 3-5 years old 6-8 years old



MISE EN PLACE CHALLENGE

MISE EN PLACE CHALLENGE

An *individual event* that recognizes members for their fundamental skills and techniques in producing the required elements in the allowed time while meeting industry standards and demonstrating proper safety and sanitation procedures.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	Labeled parchment paper		Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

10 minutes	Participant will have ten (10) minutes to set up their workstation. This includes laying out necessary materials, etc. Participants will be given access to a pantry containing all of the required product.
30 minutes	Participant will have thirty (30) minutes to all of the required elements: <ul style="list-style-type: none"> • ½ lb or mirepoix/small dice; • ¼ cup basil/chiffonade; • 6 large button mushrooms cleaned/sliced; • 2 Roma tomatoes, seeded, small diced; • 2 oz portion cup garlic, minced; • ½ bell pepper/julienne; and • 2 oz portion cup flat-leaf parsley/minced.
10 minutes	Participant will have ten (10) minutes to clean up their workstations.

SPECIFICATIONS

Uniform and Appearance

Participants in this event must dress in proper attire, including a clean check jacket; chef pants; appropriate closed-toe shoes; apron; and hair restraint that keeps hair off face and shoulders. Do not wear jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, etc. Makeup should be kept to a minimum. There should be no odor present – either good or bad.

Safety and Sanitation

Disposable gloves are required for this event.

Suggested Production Equipment

Vegetable peeler	8" or 10" chef knife	Usable waste container
Bench scraper	Sanitizer bucket & solution	Slotted spoon
Deli containers	Measuring cups & spoons	Portable butane burner
Pairing knife	Cutting board	Towels
Garbage bowl	Small sauce pan	Digital scale
Bowl for ice bath	2 oz portion cups	

* Electric tools will not be permitted.

MISE EN PLACE CHALLENGE

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not consistent with the industry standard for chef's clothing and appearance	Participant is somewhat consistent with the industry standard for chef's clothing and appearance	Participant is consistent with the industry standard for chef's clothing and appearance	
	ROOM CONSULTANT TOTAL (5 points possible)			
	AVERAGE EVALUATOR SCORE (95 points possible)			
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

MISE EN PLACE CHALLENGE

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SAFETY & SANITATION (0-5 points possible)					POINTS
Safety & Sanitation 0-5 points	0 Disregard of safety, creating an unsafe and unsanitary situation	1-2 Shows minimal safety and sanitation concerns	3-4 Follows most safety and sanitation practices	5 Follows all safety and sanitation practices	
FOOD PRODUCTION (0-20 points possible)					
Equipment, Tools, & Techniques 0-5 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills; equipment contained measuring devices	1-2 Selection and usage of tools/equipment demonstrates some industry techniques; only allowed equipment was present	3-4 Selection and usage of tools/equipment demonstrates most industry techniques; only allowed equipment was present	5 Selects and uses all tools/equipment correctly and safely; only allowed equipment was present	
Time Management 0-10 points	0 Did not manage time; failed to complete all required tasks	1-2-3-4-5 Time management shows poor planning; no sense of urgency	6-7-8 Most tasks were completed on time with a good sense of urgency; needs better planning	9-10 Utilized time effectively to complete each task on time with excellent sense of urgency	
Product 0-5 points	0 No regard for product usage; no separation of usable trim and trash	1-2 Excessive product waste; difficulty identifying usable vs non-usable	3-4 Moderate product waste; good separation of usable vs non-usable product	5 Minimal product waste; excellent separation of usable vs non-usable product	
KNIFE SKILLS & FOOD PRESENTATION (0-70 points possible)					
Mirepoix 0-10 points	0 Incorrectly or severely inconsistent knife cuts; extremely over- or under-produced amount of product	1-2-3-4-5 Moderate fluctuation in consistency; ratio of mirepoix is visibly inaccurate; incorrect amount is produced	6-7-8 Minimal fluctuation in consistency of cuts; slightly over or under the required amount	9-10 Knife cuts are accurate and consistent; ratio of mirepoix is correct; proper amount is produced	
Mushrooms 0-10 points	0 Not cleaned; incorrect or severely inconsistent knife cuts used	1-2-3-4-5 Not properly cleaned; incorrect or inconsistent knife cuts used	6-7-8 Properly cleaned; inconsistent cuts	9-10 Properly cleaned; slices are all the same size with no visible fluctuation	
Diced Tomatoes 0-10 points	0 Seeds not removed; incorrect or severely inconsistent knife cuts used	1-2-3-4-5 Many seeds present, Many inconsistent sizes of dice.	6-7-8 Minimal seeds present; minor inconsistency in cuts	9-10 No seeds present; consistent and accurate dice	
Julienne 0-10 points	0 Membrane/seeds not removed; incorrect or severely inconsistent knife cuts used	1-2-3-4-5 Not properly cleaned or incorrect knife cuts used	6-7-8 Properly cleaned; correct cut that is nearly all consistent in size and shape	9-10 Properly cleaned; correct cut that is identical in size and shape	
Chiffonade 0-10 points	0 Stems present; incorrect cut or not uniform in size or shape; incorrect amount produced	1-2-3-4-5 Correct cut but pieces are inconsistent in size and shape with some stem present; incorrect amount produced	6-7-8 Correct cut; nearly all consistent in size and shape; slightly over or under the required amount	9-10 Correct cut; identical in size and shape; proper amount is produced	
Garlic 0-10 points	0 Not peeled with the root present; not minced with incorrect amount produced	1-2-3-4-5 Some peel or root present; more of a rough chop than a mince with an incorrect amount produced	6-7-8 No peel or root present; cut is a little too large; slightly over or under the required amount	9-10 No peel or root present; garlic is properly minced with the proper amount produced	

Flat-Leaf Parsley 0-10 points	0 Stems were present and parsley was not minced; parsley has turned black with the incorrect amount produced	1-2-3-4-5 Some stem is present; more of a rough chop than a mince with the incorrect amount produced	6-7-8 No stem was present; cut is a little too large; produced slightly over or under the required amount with discoloration	9-10 No stem; parsley is properly minced; proper amount is produced with no discoloration	
					TOTAL (95 points possible)

EVALUATOR’S COMMENTS

MYSTERY BASKET

MYSTERY BASKET

An *individual event* that recognizes members for their fundamental skills and techniques in producing the required elements in the allowed time while meeting industry standards and demonstrating proper safety and sanitation procedures.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; One (1) entry per chapter		2 burners ½ oven	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

10 minutes	Participant will have ten (10) minutes to set up their workstation. This includes laying out necessary materials, etc.
5 minutes	After setting up, participants will have up to five (5) minutes of instruction from the Lead Consultant on their mystery ingredients; outside ingredients are not allowed.
10 minutes	After discovering the mystery ingredients, participants will have up to ten (10) minutes to plan.
45 minutes	Participants will have up to forty-five (45) minutes to produce and present two (2) appetizer-size portions. Plates will be evaluated based on taste, creativity, appearance, and technique. Presentation skills and use of extra ingredients from the provided pantry are encouraged.
10 minutes	Participant will have ten (10) minutes to clean up their workstations.

SPECIFICATIONS

Uniform and Appearance

Participants in this event must dress in proper attire, including a clean check jacket; chef pants; appropriate closed-toe shoes; apron; and hair restraint that keeps hair off face and shoulders. Do not wear jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, etc. Makeup should be kept to a minimum. There should be no odor present – either good or bad.

Safety and Sanitation

Disposable gloves are required for this event.

Suggested Production Equipment

Chef's knife	Cutting board*	Spatulas
Sauce pan	Measuring tools	Towels*
Sanitation bucket & solution*	Whisks	Vegetable peeler
Sauté pan(s)	Stainless bowl(s)	Tongs
Thermometer		

* Required items.

MYSTERY BASKET

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (5 points possible)				
AVERAGE EVALUATOR SCORE (95 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

MYSTERY BASKET

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SAFETY & SANITATION (0-15 points possible)					POINTS
Safety & Sanitation 0-15 points	0 Disregard of safety, creating an unsafe and unsanitary situation	1-2-3-4-5 Shows minimal safety and sanitation concerns	6-7-8-9-10 Follows most safety and sanitation practices	11-12-13-14-15 Follows all safety and sanitation practices	
FOOD PRODUCTION (0-40 points possible)					
Equipment, Tools, & Techniques 0-10 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills	1-2-3-4-5 Selection and usage of tools/equipment demonstrates some industry techniques	6-7-8 Selection and usage of tools/equipment demonstrates most industry techniques	9-10 Selects and uses all tools/equipment correctly and safely	
Mise en Place & Time Management 0-10 points	0 Work area is not clean and unorganized; did not manage time wisely	1-2-3-4-5 Cleanliness, organization, and time management need improvements	6-7-8 Cleanliness and organization are acceptable; good utilization of time	9-10 Extremely clean and organized work area; exemplary use of time	
Critical Thinking 0-10 points	0 Seldom shows signs of critical thinking	1-2-3-4-5 Some signs of critical thinking skills	6-7-8 Generally shows critical thinking skills	9-10 Consistently shows critical thinking skills	
Creativity & Use of Mystery Items 0-10 points	0 Lacks creativity; did not use one or more ingredients	1-2-3-4-5 Adequate, but not outstanding; end result did not complement each other	6-7-8 Creative and well-balanced	9-10 Exceptional creative ideas; all ingredients were used and complemented one another; well-balanced meal	
FOOD PRESENTATION (0-40 points possible)					
Plating & Presentation 0-10 points	0 Presentation does not tie the items together; garnish is not used appropriately	1-2-3-4-5 Some effort is used in plating and garnishing	6-7-8 Good plating presentation; use of garnish is appropriate	9-10 Presentation is attractive; garnish is well-balanced and appropriate; restaurant quality	
Industry Standards for Menu Planning 0-10 points	0 Did not follow menu planning standards	1-2-3-4-5 Some effort was made to follow menu planning standards	6-7-8 An effort made to follow menu planning standards	9-10 Expertly followed menu planning standards	
Portions & Temperatures 0-10 points	0 Minimum effort to demonstrate appropriate portions and correct temperatures	1-2-3-4-5 Some effort to demonstrate appropriate portions and correct temperatures	6-7-8 Plates demonstrated good portions and temperatures	9-10 Plates demonstrated excellent portions and temperatures	
Taste, Texture, & Sauce(s) 0-10 points	0 Questionable taste, texture, and sauce(s)	1-2-3-4-5 Taste, texture, and sauce(s) were adequate but did not complement all items	6-7-8 Taste, texture, and sauce(s) are good and complement all items	9-10 Outstanding taste, texture, and sauce(s); restaurant quality	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

PASTRY DECORATING SKILLS

PASTRY ARTS TECHNICAL DECORATING SKILLS

An *individual* event, recognizes participants for their ability to demonstrate their skills producing cake decorations using pastry arts equipment and techniques. Participants will prepare and present a sample board based on event specifications.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	White buttercream		Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

5 minutes	Participants will have five (5) minutes to set up workstation.
30 minutes	Participants will have thirty (30) minutes to produce the requested samples. Participants will produce samples as requested in the Client Sample Request Document (provided onsite and outlines the following: type of event, product type, writing sample, border sample, flower sample, and any additional design elements). Any of the following decorating skills may be included in the request: roses, rose bud cluster, balloon cluster, shell border, rosette border, reverse shell border, swag technique, basket weave technique, ruffle technique, script and block print writing, and/or numbers (1-9).
5 minutes	Participant will have five (5) minutes to clean up their workstations.

SPECIFICATIONS

Uniform and Appearance

Participants in this event must dress in proper attire, including a clean check jacket; chef pants; appropriate closed-toe shoes; apron; and hair restraint that keeps hair off face and shoulders. Do not wear jewelry (rings, watches, bracelets, dangling earrings, etc.), nail polish, artificial nails, etc. Makeup should be kept to a minimum. There should be no odor present – either good or bad.

Safety and Sanitation

Disposable gloves are required for this event.

Required Production Equipment

Icing	Towels	Sanitation bucket & solution
Food coloring	Spatulas	Mixing spoons
Flower nail(s)	Brush for brushed embroidery	Pastry bags and couplers
Containers for mixing colors	19" X 14" grease-proof cake/sample board	Non-skid mat to place under sample board
Pastry tips		

PASTRY DECORATING SKILLS

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not consistent with the industry standard for chef's clothing and appearance	Participant is somewhat consistent with the industry standard for chef's clothing and appearance	Participant is consistent with the industry standard for chef's clothing and appearance	
	ROOM CONSULTANT TOTAL (5 points possible)			
	AVERAGE EVALUATOR SCORE (95 points possible)			
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

PASTRY DECORATING SKILLS

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

SAFETY & SANITATION (0-15 points possible)					POINTS
Safety & Sanitation 0-15 points	0 Disregard of safety, creating an unsafe and unsanitary situation	1-2-3-4-5 Shows minimal safety and sanitation concerns	6-7-8-9-10 Follows most safety and sanitation practices	11-12-13-14-15 Follows all safety and sanitation practices	
FOOD PRODUCTION (0-60 points possible)					
Equipment, Tools, & Techniques 0-10 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills	1-2-3-4-5 Selection and usage of tools/equipment demonstrates some industry techniques	6-7-8 Selection and usage of tools/equipment demonstrates most industry techniques	9-10 Selects and uses all tools/equipment correctly and safely	
Numbers 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Script Writing 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Block Writing 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Flowers 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Border 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Additional Required Element Defined in Client Request 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Design Elements 0-5 points	0 Did not attempt	1-2-3 Demonstration of skill is below acceptable commercial quality expectation	4-5-6 Demonstration of skills meets acceptable commercial quality expectation	7-8 Demonstration of skill meets or exceeds commercial quality expectation	
Overall Appearance & Presentation 0-14 points	0-1-2-3 Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for most items	4-5-6-7 Below acceptable commercial expectation for appearance, presentation, color, size, and workmanship for some items	8-9-10-11 Meets acceptable quality commercial expectations for appearance, presentation, color, size, and workmanship	12-13-14 Meets or exceeds commercial quality expectations for appearance, presentation, color, size, and workmanship	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

PÂTISSERIE DISPLAY

PÂTISSERIE DISPLAY

An *individual event* that recognizes members for their creativity in displaying pastries through the demonstration of various culinary techniques focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select, prepare, and display an entry according to the specified theme. Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
30 minutes	Participant will have a maximum of thirty (30) minutes to assemble, construct, decorate, and garnish their display and should use these thirty (30) minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. Display must align according to the theme, Global Fusion . Participant must include five (5) different items with six (6) pieces of each item (e.g. petit fours, pastries, chocolates, confections, etc.). Sucker sticks, lollipop sticks, push-up pop tubes, and other serving items may be used.
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant's name, and chapter.

1 – 8 ½" X 11" page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½" X 11" page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant assumes the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant's chosen project.
Use of Visual During Presentation	Present visuals clearly, 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color to make the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

PÂTISSERIE DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

PATISSERIE DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment and tools	13-14-15-16 Excellent use of safety and sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment and tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded appropriate use of gloves and equipment and tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) principle of display	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard for age group	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover the components of the project	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	

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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses were thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS

SPEAK FCS

SPEAK FCS

An *individual event* that recognizes members for their ability to research and present a moving and impactful presentation centered on a topic of their choosing related to Family and Consumer Sciences education.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	PowerPoint presentation	Computer; Projector screen; Presentation clicker	Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Prior to competition, participants will research and prepare an oral presentation along with a supplemental PowerPoint presentation advocating for a topic of their choice related to Family and Consumer Sciences education. The PowerPoint presentation should provide visual elements to enhance the oral presentation, but should not be distracting from the overall message. Think of this event as a TED Talk. Videos may be included in the PowerPoint presentation, but should be used sparingly. Participants must save their PowerPoint presentation to a flash drive.	
10 minutes	Participants will have ten (10) minutes to plug-in and pull-up their presentation on the provided equipment. Once the presentation is ready, participants will have the remainder of their time to become comfortable in the space they are in. Evaluators will be present during this time, however will not score this time or take it into consideration – this is time for participants to make sure they can provide the best presentation possible.
10 minutes	Participants will have up to ten (10) minutes to present their oral presentation.
5 minutes	Evaluators will have up to five (5) minutes to ask questions.

SPEAK FCS

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not professional in appearance	Participant is somewhat professional in appearance	Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL			
	(5 points possible)			
AVERAGE EVALUATOR SCORE				
(95 points possible)				
FINAL SCORE				
(Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

SPEAK FCS

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

POWERPOINT PRESENTATION (0-25 points possible)							POINTS
Aesthetic: Visual Elements 0-10 points	0 Presentation does not utilize visual elements	1-2-3 Presentation utilizes some visual elements but distracts from the overall message	4-5-6 Presentation utilizes visual elements that neither distract or enhance the overall message	7-8-9 Presentation utilizes visual elements that somewhat enhance the overall message	10 Presentation utilizes visual elements that exceptionally enhance the overall message		
Aesthetic: Word Usage 0-10 points	0 Presentation consistently contains too many words on slides; distracting from the overall message	1-2-3 Presentation is inconsistent in word usage on slides	4-5-6 Presentation consistently contains a decent amount of words that neither enhance or distract from the overall message	7-8-9 Presentation is somewhat consistent and for the most part contains an appropriate amount of words on each slide	10 Presentation consistently contains the perfect amount of words on the slides to enhance the presentation		
Slide Quantity 0-5 points	0 Presentation contains too many slides or not enough slides; distracting from the overall message		1-2-3 Presentation contains an adequate number of slides that somewhat enhance the overall message		4-5 Presentation utilizes the perfect number of slides enhancing the overall message		
ORAL PRESENTATION (0-60 points possible)							
Introduction 0-5 points	0 Presenter does not introduce themselves or their topic		3 Presenter introduces themselves or the topic, but not both		5 Presenter clearly introduces themselves and the topic for their presentation		
Message 0-15 points	0 Presentation lacks a message	1-2-3-4-5 Presentation has a message that is unclear and lacks support from evidence or personal experiences	6-7-8-9-10 Presentation has a somewhat clear message but lacks support from evidence or personal experiences	11-12-13-14 Presentation has a clear message supported by evidence or personal experiences	15 Presentation has a clear and powerful message supported by evidence and personal experiences		
Relation to FCS 0-10 points	0 Presentation topic is not related to Family and Consumer Sciences education	1-2-3 Presentation topic is loosely related to Family and Consumer Sciences education and requires a stretch to make the connection	4-5-6 Presentation topic somewhat has a connection to Family and Consumer Sciences education	7-8-9 Presentation topic has a connection to Family and Consumer Sciences education but could have been developed	10 Presentation has a strong and secure relation to Family and Consumer Sciences education		
Impact 0-10 points	0 Presentation is not impactful	1-2-3 Presentation lacks impact although a clear attempt at doing so is made	4-5-6 Presentation is somewhat impactful but does not leave the audience reflecting	7-8-9 Presentation is impactful, but does not leave the audience reflecting	10 Presentation is impactful, leaving the audience reflecting on decisions they have made		
Presentation Length 0-5 points	0 Presentation is less than five (5) minutes in length	1 Presentation is between five (5) and six (6) minutes in length	2 Presentation is between six (6) and seven (7) minutes in length	3 Presentation is between seven (7) and eight (8) minutes in length	4 Presentation is between eight (8) and nine (9) minutes in length or presenter needed to be stopped at ten (10) minutes	5 Presentation is between nine (9) and ten (10) minutes in length	

Body Movement 0-5 points	0 Presenter does not use hand gestures or body movement	1-2 Presenter uses some body movement and hand gestures although it feels unnatural and does not enhance the presentation	3-4 Presenter uses some body movement and hand gestures although it feels unnatural and somewhat enhances the presentation	5 Presenter uses excellent body movement and hand gestures to enhance the presentation; does not stand in one spot for the entire presentation	
Voice 0-5 points	0 Presenter does not use variations in tones, volumes, and speeds throughout the presentation to maintain the attention of the audience and to enhance the overall message	1-2 Presenter uses some variation in tones, volumes, or speeds throughout the presentation but is not effective in maintaining the attention of the audience and enhancing the overall message	3-4 Presenter uses some variation in tones, volumes, or speeds throughout the presentation in order to maintain the attention of the audience and enhance the overall message	5 Presenter uses a variety of tones, volumes, and speeds throughout the presentation in order to maintain the attention of the audience and enhance the overall message	
Mistakes & Recovery 0-5 points	0 Five (5) or more mistakes are made throughout the presentation with a lack of professionalism demonstrated by presenter in terms of recovery	1-2 Five (5) or more mistakes are made throughout the presentation but presenter recovers in a somewhat professional manner	3-4 Three (3) to four (4) mistakes are made throughout the presentation but presenter recovers in a somewhat professional manner	5 No mistake made throughout the presentation or one (1) to two (2) mistakes are made but presenter recovers in a professional manner	
RESOURCES (0-10 points)					
Outside Resources 0-5 points	0 No resources are mentioned throughout the presentation	1-2 One (1) to two (2) resources are mentioned throughout the presentation	3-4 Three (3) resources are mentioned throughout the presentation	5 More than three (3) resources are mentioned throughout the presentation	
Works Cited 0-5 points	0 No works cited page is provided	1-2 A works cited page is somewhat provided with some of the resources used throughout the presentation	3-4 A works cited page is provided with most of the resources used throughout the presentation	5 A works cited page is provided with all resources used throughout the presentation	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

TECHNOLOGY IN TEACHING

TECHNOLOGY IN TEACHING

An *individual event* that recognizes members for their ability to select and critically evaluate an application for use as part of a class offered in the Family and Consumer Sciences program. Ahead of time, members review the app using the provided checklist, prepare an oral presentation, and demonstrate the app to evaluators.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Education & Training career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	Oral presentation; Application checklist		Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

5 minutes	At the start of the event, participants will give two (2) completed copies of the Application Checklist to the Room Consultant for use during the oral presentation. Application Checklist Each participant will select and critically evaluate an app for a tablet that could be used by students as part of a class offered in a Family and Consumer Sciences program. Examples may include, but are not limited to, apps related to: early childhood; parenting and human development; health and fitness; fashion or interior design; online safety; or classroom or consumer goods. Participants will have up to five (5) minutes to set up their demonstration, if needed.
5 minutes	Participants will have up to five (5) minutes to deliver their oral presentation. The oral presentation must contain pertinent information from the review checklist. The app must be demonstrated during the presentation. Only items required for use in demonstrating the app are permitted. The participant may demonstrate the app on a tablet or use a larger screen device. The participant may approach the evaluators to demonstrate the app, but evaluators are not required to actively participate in the demonstration. The app must be demonstrated without an internet connection.

SPECIFICATIONS

Oral Presentation

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Educational Technology Instructional Concepts	Demonstrate knowledge of educational technology instructional concepts in relation to use of the app in learning and instruction
Demonstration Techniques	Demonstrate use of the app, pointing out any unique aspects of design, safety, or adaptive uses for special needs learners, if applicable. Demonstration supports project research, is professional, and provides opportunities for evaluators to view applicable app content.
Relationships to Family and Consumer Sciences	Describe the relationship of the application to Family and Consumer Sciences coursework and/or standards.

Audience and Purpose	Describe the audience, developmental goals, and age appropriateness in the context of the application's intended purpose.
Classroom/Educational Use	Explain how the app may be used in the classroom or educational program, including strengths, areas of improvement, or modifications required.
Learning Opportunities	Describe the ways that the app supports learning opportunities, as indicated in the app checklist.
Final Recommendations	Provide final recommendations on the use of the app in the intended education setting.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/Clothing Choice	Use appropriate body language, including gestures; posture; and mannerisms. Wear clothing that meets the conference dress code.
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 impact of the project.

TECHNOLOGY IN TEACHING

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0	1-2-3	4-5	
	Participant is not professional in appearance	Participant is somewhat professional in appearance	Participant is professional in appearance with attire and grooming	
	ROOM CONSULTANT TOTAL			
	(5 points possible)			
AVERAGE EVALUATOR SCORE				
(95 points possible)				
FINAL SCORE				
(Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

TECHNOLOGY IN TEACHING

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

APPLICATION CHECKLIST (0-25 points possible)					POINTS
General Information 0-3 points	0 Zero (0) or one (1) general information items provided	1 Two (2) general information items provided	2 Three (3) general information items provided	3 Four (4) general information items provided	
Relationship to Family and Consumer Sciences 0-1 points	0 None checked		1 At least one (1) area checked and/or specified		
Audience 0-4 points	0 Not identified	1 Audience identified	2 Audience, developmental goal, and age appropriateness identified	3-4 Audience, developmental goals, and age appropriateness are identified and explained	
Purpose 0-4 points	0 Not identified	1 Purpose minimally identified	2 Purpose identified and described	3-4 Purpose identified and described in relation to use	
Classroom/Educational Use 0-4 points	0 Not identified	1 Minimally explained or examples given are not appropriate	2 Use identified and described with at least one (1) appropriate example	3-4 Use identified and described with at least two (2) appropriate examples	
Strengths/Areas of Improvement 0-4 points	0 Not identified	1 Only strengths or only areas of improvement identified, not both	2 Strengths and areas of improvement are identified	3-4 Strengths, areas of improvement, or modifications required for successful implementation are identified	
Learning Opportunities 0-4 points	0 Not identified	1 Incorrectly identified or unsupportive examples	2 Appropriately identified but not supported with examples	3-4 Appropriately identified and supported with at least one (1) example for each area	
Final Recommend. 0-1 points	0 Not checked		1 One recommendation checked		
ORAL PRESENTATION (0-70 points possible)					
Organization/Delivery 0-10 points	0-1-2 Presentation is not completed or does not explain the elements and principles of design	3-4-5 Presentation covers all project elements and principles of design with minimal explanation	6-7-8 Presentation gives complete information on the elements and principles of design but does it not flow well	9-10 Presentation covers all relevant information with a seamless and logical delivery	
Educational Technology Instructional Concepts 0-5 points	0 Not shared or information shared was incorrect	1-2 Minimal knowledge shared during presentation	3-4 Knowledge of educational technology instructional concepts is evident and shared at times during presentation	5 Knowledge of educational technology instructional concepts is evident and incorporated throughout the presentation	
Demonstration Techniques 0-5 points	0 Not demonstrated	1-2 Minimally demonstrated design and safety; limited support of project research; difficult to view app content	3-4 Generally demonstrates design and safety; supports project research, is professional, and evaluators can view app content	5 Thoroughly demonstrates unique aspects of design, safety, adaptive uses for special needs learners (if applicable); supports project research, is professional, and provides opportunities for evaluators to view app content	

Relationship to FCS 0-5 points	0 Not identified	1-2 Relationship to FCS coursework is questionable for implementation	3-4 Relationship to FCS coursework is generally appropriate	5 Relationship to FCS coursework is appropriate, evident and explained well	
Audience & Purpose 0-7 points	0 Not identified	1-2-3 Limited information for audience, developmental goals, age appropriateness, and intended purpose are provided	4-5-6 General information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	7 Detailed information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	
Classroom/Educational Use 0-8 points	0 Not identified	1-2-3 Explains use of app in classroom or educational program; includes strengths or areas of improvement	4-5-6 Explains and provides examples of use of app in classroom or educational program, including strengths and areas of improvement	7-8 Explains and provides realistic examples or app in classroom or educational program, including strengths, areas of improvement or modifications required	
Learning Opportunities 0-5 points	0 Not identified	1-2 Explains identified learning opportunities	3-4 Explains and provides at least one (1) example for each identified learning opportunity	5 Explains and provides one (1) or more realistic example for each identified opportunity	
Final Recommend. 0-5 points	0 Not identified	1-2 Recommendation contradicts checklist content	3-4 Recommendation explained but not fully supported by checklist content	5 Recommendation explained well and fully supported by checklist content	
Voice 0-5 points	0 No voice qualities are used; or are used but ineffectively	1-2 Voice is quality and adequate	3-4 Voice quality is good; could improve	5 Voice quality is outstanding and pleasing to listen to	
Body Language 0-5 points	0 Body language shows nervousness and unease	1-2 Body language shows minimal amount of nervousness	3-4 Body language portrays participant at ease	5 Body language enhances the presentation	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

TECHNOLOGY IN TEACHING

Application Review Checklist

Competitor Name: _____ Judge: _____

Chapter Name: _____

ABOUT THE APP	
<i>Application title, publisher and developer, version and date, price.</i>	
RELATIONSHIP TO FAMILY AND CONSUMER SCIENCES	
<i>Check all that apply.</i>	
<input type="checkbox"/> Career Exploration & Entrepreneurship <input type="checkbox"/> Consumer Education & Personal Finance <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Early Childhood, Family, Parenting, and Human Development <input type="checkbox"/> Education & Training <input type="checkbox"/> Food Science, Dietetics, Nutrition & Wellness <input type="checkbox"/> Hospitality, Tourism, & Recreation <input type="checkbox"/> Housing & Interior Design <input type="checkbox"/> Textiles, Fashion & Apparel <input type="checkbox"/> Other, please specify: _____	
AUDIENCE & PURPOSE	
Define the audience for this app. Is it developmentally and age appropriate?	
What is the purpose of this app?	
CLASSROOM/EDUCATIONAL USE	
Explain how the app may be used in the classroom or educational program.	
What are the strengths of this app?	
What areas need improvement? Are there any modifications for educational use?	
Collaboration & Idea Sharing – Example	
Creativity & Imagination – Example	

Diversity – Example		
Engagement & Interaction – Example		
Feedback & Assessment – Example		
Higher Order Thinking Skills – Example		
Increase Understanding – Example		
Problem Solving – Example		
FINAL RECOMMENDATION		
Not Recommended For Use	Recommended For Use, But Only With Modifications	Recommended For Use

TOYS THAT TEACH

TOYS THAT TEACH

An *individual event* that recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or small group of children.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level One, Two, Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Education & Training career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per level per chapter	Homemade toy; Toy Design Worksheet		Official dress -or- Professional dress appropriate to event

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

5 minutes	Participants will be provided up to five (5) minutes to set up their toy demonstration.
5 minutes	Participants will have up to five (5) minutes to deliver their oral presentation.
5 minutes	Evaluators will have up to five (5) minutes to ask questions.

SPECIFICATIONS

Toy Design Requirements

Each participant will design and construct a homemade toy (non-commercialized) for a child that meets the developmental and educational needs of a specific group. Safety should be a primary concern in the planning and construction of the toy.

- Choose a creative name for the original toy.
- Design and construct an original toy to meet the developmental needs of one of the following age groups: birth-12 months; 12 months-24 months; 2-4 years; or 5-7 years.
- Select applicable category of play, such as: quiet play; active play; cooperative play; manipulative play; make-believe play; creative play; and learning play.
- Construct a toy using common, everyday items. Items may include but are not limited to: paper goods; containers; household objects; sewing and craft items; and wood. Toy is creative, stimulates play, visually appealing, and well-made.
- Design and construct the toy to meet safety and sanitation needs for the selected age group.

TOYS THAT TEACH

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

1. The Room Consultant will verify that all information at the top of this page and all rubrics is correct. If the student name above does not show up, "No Show" will be written across the top and returned to the Lead Consultant with other forms.
2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
3. At the conclusion of the event, the Room Consultant will double check all scores with the Lead Consultant to ensure accuracy.

ROOM CONSULTANT (0-5 points possible)				POINTS
Clothing and Appearance 0-5 points	0 Participant is not professional in appearance	1-2-3 Participant is somewhat professional in appearance	4-5 Participant is professional in appearance with attire and grooming	
ROOM CONSULTANT TOTAL (5 points possible)				
AVERAGE EVALUATOR SCORE (95 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

TOYS THAT TEACH

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

TOY DESIGN (0-30 points possible)					POINTS
Toy Design Worksheet 0-10 points	0 Did not provide or not completed	1-2-3-4 Minimal information with many grammar or spelling errors	5-6-7-8-9 Completed with all required information; lacks detail; minor grammar or spelling errors	10 Completed with all required information; details given; correct grammar and spelling	
Age Appropriateness / Play Category 0-10 points	0 Not age appropriate or does not address play category	1-2-3-4 Limited age appropriateness or application to play category	5-6-7-8-9 Generally age appropriate and addresses the selected play category	10 Toy is age appropriate and correctly addresses the selected play category	
Design & Construction 0-10 points	0 Little creativity shown; does not stimulate play; is not appealing; and is poorly made	1-2-3-4 Inconsistent in efforts or creativity, play, appeal, and construction	5-6-7-8-9 Generally creative; stimulates play; appealing; and well-made	10 Used a variety of materials; is creative; stimulates play; visually appealing; and well-made/durable	
ORAL PRESENTATION (0-65 points possible)					
Organization/ Delivery 0-10 points	0 Presentation is not done or does not cover all project elements	1-2-3-4 Presentation covers all project elements with minimal information	5-6-7-8-9 Presentation gives complete information though does not flow well	10 Presentation covers all points through relevant information with a seamless and logical delivery	
Knowledge of Child Development 0-10 points	0 None shared or information shared was incorrect	1-2-3-4 Minimal knowledge shared during the presentation	5-6-7-8-9 Knowledge of child development is evident and shared at times in the presentation	10 Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation, & Storage 0-10 points	0 Toy does not meet safety, sanitation, or storage needs for selected age group	1-2-3-4 Toy needs multiple changes to meet safety standards, be easy to clean, and store	5-6-7-8-9 With minor changes, toy would pose no known safety hazard, be easy to clean, and store	10 Toy poses no safety hazards, is easy to clean, and store	
Appeal of Toy to Children or Adults 0-10 points	0 Toy is not appealing	1-2-3-4 Toy is minimally appealing	5-6-7-8-9 Toy is generally appealing	10 Toy has high appeal	
Toy Demonstration 0-10 points	0 Did not demonstrate toy	1-2-3-4 Demonstrated toy but did not point out unique features	5-6-7-8-9 Toy use, safety, and unique aspects are demonstrated	10 Toy use, safety, unique aspects, and adaptive uses demonstrated	
Voice 0-5 points	0 No voice qualities are used; or are used but ineffectively	1-2 Voice is quality and adequate	3-4 Voice quality is good; could improve	5 Voice quality is outstanding and pleasing to listen to	
Grammar, Word Usage, Pronunciation 0-5 points	0 Extensive (more than 5) grammatical and pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1-2 Responses to questions did not indicate adequate understanding of skills needed	3-4 Responses to questions were appropriate and reflect good understanding of skills needed	5 Responses to questions were appropriate and reflect excellent understanding of skills needed	
TOTAL (95 points possible)					

EVALUATOR'S COMMENTS

TOYS THAT TEACH

Toy Design Worksheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

Name of Toy	Child Age Group	Category of Play

Developmental and Educational Needs

How does this toy meet the developmental needs of the selected age group?

Appeal

Describe how this toy will appeal to children of selected age group, and to adults who may recreate or purchase this toy for a child.

Supplies

List the common, everyday items used to create the toy.

WEDDING CAKE DISPLAY

WEDDING CAKE DISPLAY

An *individual event* that recognizes members for their creativity in developing wedding cakes demonstrating different techniques, focused on a provided theme.

ELIGIBILITY & GENERAL INFORMATION

- Participation is open to any nationally affiliated Level Three, or Level 4 member that has been or is currently enrolled in a program aligned with the Hospitality & Tourism career pathway.
- Participants must bring all necessary supplies.

GENERAL INFORMATION			
Number of Participants	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
One (1) per entry; Two (2) entries per chapter	File Folder, Project Display, Oral Presentation, Placard	2 ½' X 4' X 4' Covered Table Freestanding space – yes Electrical access – no Wall space – no Supplies – no	Chef's uniform

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

COMPETITION PROCEDURES & TIME REQUIREMENTS

Participants will select, prepare, and display an entry according to the specified theme. Participant is responsible for bringing all materials for the display, including an optional backdrop. Each entry will submit a file folder with the required documents to the Room Consultant at the designated time.	
60 minutes	Participant will have a maximum of sixty (60) minutes to assemble, construct, decorate, and garnish their display and should use these sixty (60) minutes to allow the demonstration of technical skills for the evaluators. Other persons may not assist in assembling, constructing, decorating, or garnishing their display. Participant will be responsible for the preparation of the exhibit including all materials. Participant will exhibit industry level skills in the selection, workmanship, and presentation of their project on a 2 ½' X 4' X 4' draped table space provided at the event. Participant shall prepare a 4" X 6" placard (mounting or framing may exceed these dimensions) that lists the category, theme, and the title of the display. Placard must be included in the display. Display must align according to the theme: Destination Wedding . Participant must include at least three (3) tiers which may be placed separately. A handmade edible decoration for the top layer must be included. Dummy cake forms (Styrofoam), pillars, stemmed glasses, toothpicks, floral wire, floral tape, and separator plates may be used. Support dowels within the cake may be used.
5 minutes	The oral presentation may be up to three (3) minutes in length to present to the evaluators the inspiration for the display and the techniques demonstrated. Evaluators will then have two (2) minutes to ask clarifying questions.
5 minutes	Evaluators will have up to five (5) minutes to use the rubric to score and write comments for each participant. At the conclusion of the evaluations, competitors must return to the event room for verbal critique by evaluators.

SPECIFICATIONS

File Folder

Participant will submit one letter-size file folder containing three (3) identical sets of the items listed below, with each set stapled separately, to the 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 the event, event category, participant's name, and chapter.

1 – 8 ½" X 11" page	Project Identification Page: Use plain paper with no graphics or decorations; must include participant name, chapter name, school, city, event name, and title of project.
1 – 8 ½" X 11" page	Submit a list and description of techniques used.

Oral Presentation

During the oral presentation, the participant is to assume the role of the culinary professional and present the rationale for their project, culinary or bakery skills utilized, elements of design utilized, and the techniques demonstrated. They should present to the evaluators as the clients.

Organization/Delivery	Deliver an oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of industry related vocabulary to the participant's chosen project.
Use of Visual During Presentation	Present visuals 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 visuals or note cards if used. Wear clothing consistent with the industry standard.
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 culinary display.

Principles of Display

Arrangement	How each item is arranged to create a cohesive display.
Balance	The arrangement of objects and the visual equilibrium they create in the display.
Color	The use of color to make the display more visually interesting and stimulating.
Edibility	The use of edible garnishes and decorations in styling the display.
Height	Using a variety of height components to guide the eye through the display.
Texture	The variety and contrast of textures of ingredients and display items to make the display more visually appealing.

WEDDING CAKE DISPLAY

Proficiency Event Point Summary Form

Competitor Name: _____ Level: _____

Chapter Name: _____

DIRECTIONS

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2. At the conclusion of the presentation, the Room Consultant will verify evaluator scores and fill in the information below. The Room Consultant will then calculate the final score and initial this form.
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ROOM CONSULTANT (0-10 points possible)				POINTS
File Folder 0-3 points	0-1 File folder presented with incorrect labeling, insufficient materials, or incomplete content	2 File folder is presented with correct labeling and sufficient materials, but less than three (3) copies	3 File folder is presented with correct labeling, sufficient materials, and three (3) copies: project identification page, and list of techniques used	
Table Space 0 or 1 point	0 Exceeded the 2 ½' X 4' dimensions		1 Display remained within the 2 ½' X 4' dimensions	
Placard 0 or 1 point	0 No placard or incorrect dimensions, missing title or category		1 Placard is 4" X 6" with the category, theme, and title of the display	
Clothing and Appearance 0-5 points	0 Participant is not consistent with the industry standard for chef's clothing and appearance	1-2-3 Participant is somewhat consistent with the industry standard for chef's clothing and appearance	4-5 Participant is consistent with the industry standard for chef's clothing and appearance	
ROOM CONSULTANT TOTAL (10 points possible)				
AVERAGE EVALUATOR SCORE (90 points possible)				
FINAL SCORE (Room Consultant Total + Average Evaluator Score)				

EVALUATORS' SCORES

Evaluator 1 _____

Evaluator 2 _____

Total Score _____ (Evaluator 1 Score + Evaluator 2 Score)

Average Evaluator Score _____ (Total Score / 2)

WEDDING CAKE DISPLAY

Evaluator Rating Sheet

Competitor Name: _____ Judge: _____

Chapter Name: _____

CULINARY DISPLAY (75 points possible)							POINTS
Setup, Organization, and Time Management 0-10 points	0 Inefficient and possibly unsafe use of space, time, and resources	1-2 Poor organization and time management; used space, time, and resources poorly	3-4 Poor organization and/or time management; used space, time, and resources poorly	5-6 Fair organization and time management; used space, time, and resources fairly well	7-8 Good organization and time management; used space, time, and resources well	9-10 Excellent organization and time management; creative use of space, time, and resources	
Safety and Sanitation 0-20 points	0 Unsafe and unsanitary use of space, time, and resources; inappropriate use of gloves or equipment and tools	1-2-3-4 Poor use of safety and sanitation standards; inconsistent use of gloves or equipment and tools	5-6-7-8 Used majority of safety and sanitation standards with only minor violations; inconsistent use of gloves or equipment and tools	9-10-11-12 Good use of safety and sanitation standards with only one (1) or two (2) minor violations; appropriate use of gloves or equipment/tools	13-14-15-16 Excellent use of safety/sanitation standards with only one (1) minor violation; industry standard exceeded; appropriate use of gloves or equipment/tools	17-18-19-20 Excellent use of safety and sanitation standards; industry standard exceeded; appropriate use of gloves or equipment/tools	
Display Design: Appealing and Demonstration of Skills 0-20 points	0 Display and presentation is extremely incomplete or lacking	1-2-3-4 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; no visible principles of display	5-6-7-8 Techniques demonstrated are below level of caliber for ability of age group compared to industry standard; design is artistic but uses only one (1) display principle	9-10-11-12 1-2 techniques are demonstrated at an industry-level caliber; design is artistic and uses 1-2 principles of display	13-14-15-16 1-2 techniques are demonstrated at an industry-level caliber; design is very artistic and uses three (3) or more principles of display	17-18-19-20 3-4 techniques are demonstrated at an industry-level caliber; design is very artistic and uses four (4) or more principles of display	
Event and Level Specifics Met 0-5 points	0 Event and level specifics not met	1 Missing specific requirements	2-3 Errors in specific requirements and unique features		4-5 Event and level specifics met		
Originality: Execution of Theme, Creativity 0-15 points	0 Display is unoriginal	1-2-3-4 Theme is not present	5-6-7-8 Low level of creativity; theme is underdeveloped	9-10-11-12 Satisfactory level of creativity and theme development	13-14 High level of creativity; theme is evident	15 Exemplary creativity; theme is clearly evident	
Level of Difficulty 0-5 points	0 Not completed	1 Below basic	2 Basic	3 Proficient	4 Meets industry standard	5 Exemplary	
ORAL PRESENTATION (0-15 points possible)							
Inspiration for Display, Techniques, and Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover project components	1-2 Presentation addresses some topic elements	3-4 Presentation covers all topic elements, but 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	
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 to all questions adequately, but could be more complete	4 Gave appropriate responses to evaluators' questions	5 Responses thorough, appropriate, and delivered without hesitation	
TOTAL (90 points possible)							

EVALUATOR'S COMMENTS