

# 2021-2022 STAR Events Guidelines

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#### 2021-2022 |11th Edition



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

FCCLA's competitive events offer the following annual activities:

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

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

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

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

#### Family, Career and Community Leaders of America®

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# **CAREER PATHWAYS THROUGH FCCLA**



**Real World Skills Through FCS Education** 

### **HUMAN SERVICES**

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

Possible careers include:

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

# **EDUCATION AND TRAINING**

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

Possible careers include:

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

### **HOSPITALITY AND TOURISM**

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

#### Possible careers include:

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

# **VISUAL ARTS AND DESIGN**

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

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

# REAL WORLD SKILLS

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

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

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

The Ultimate

- Textile designer or chemist

# Explore Career Pathways Through FCCLA COMPETITIVE EVENTS





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

Real World Skills Through FCS Education	Skill Demonstration Event	STAR Event	Other	Education and Training	Hospitality and Tourism	Human Services	Visual Arts and Design	Real World Skills
FCCLA/LifeSmarts Knowledge Bowl	•		•		•	•		•
Knowledge Matters Virtual Business Challenge			•			•		•
Challenge Events (Testing)	•			•	•	•	•	•
Culinary Food Art	•				•			•
Culinary Knife Skills	•				•			•
Fashion Sketch	•				1		•	•
FCCLA Creed Speaking & Interpretation	•					•	•	•
Impromptu Speaking	•					•	•	•
Interior Design Sketch	•						•	•
Interviewing Skills	•					•	•	•
Pastry Arts Technical Decorating Skills	•				•			•
Speak Out for FCCLA	•					•	•	•
#TeachFCS	•			•				•
Technology in Teaching	•			•				•
Toys that Teach	•							•
Baking and Pastry		•			•			•
Career Investigation		•		•	•	•	•	•
Chapter in Review Display		•			•	•	•	•
Chapter in Review Portfolio		•			•	•	•	•
Chapter Service Project Display		•		•	•	•	•	•
Chapter Service Project Portfolio		•		•	•	•	•	•
Culinary Arts		•						
Culinary Math Management		•			•			•
Digital Stories for Change		•		•			•	•
Early Childhood Education		•		•	-	•	•	
Entrepreneurship		•		•	•	•	•	
Event Management		•		•		•	•	
Fashion Construction		•			•	•	•	
		•					•	•
Fashion Design								
FCCLA Chapter Website		•				•	•	•
Focus on Children		•		•	•	•		•
Food Innovations		•			•			•
Hospitality, Tourism, and Recreation		•			•		•	•
Instructional Video Design		•		•			•	•
Interior Design		•					•	•
Interpersonal Communications		•		•		•	•	•
Job Interview		•		•	•	•	•	•
Leadership		•		•		•		•
National Programs in Action		•		•	•	•	•	•
Nutrition and Wellness		•		•	•	•		•
Parliamentary Procedure		•		•		•		•
Professional Presentation		•		•	•	•	•	•
Promote and Publicize FCCLA!		•					•	•
Public Policy Advocate		•		•		•	•	•
Repurpose and Redesign		•					•	•
Say Yes to FCS Education		•		•				•
Sports Nutrition		•			•	•		•
Sustainability Challenge		•		•	•	•		•
Teach and Train		•		•				•

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

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

# **STAR Events**



# Students Taking Action with Recognition

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

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

	Foundatior	nal Events			
Events which build basic le	adership and life skills for member	rs who want to get	involved and im	prove upon themselves.	
Career Investigation	Entrepreneurship	Focus on	Children	Interpersonal	
				Communications	
Job Interview	Leadership	Nutrition an	d Wellness	Parliamentary Procedur	
Professional Presentation	n Repurpose and	Redesign	Susta	inability Challenge	
	Leadershi	p Events			
Events which provide opportu	nities for leaders to gain recognitio chapter project lead by the tean	-	-	content is designed to be a	
Chapter in Review Display	Chapter in Review Portfolio	Chapter Serv	vice Project	Chapter Service Projec	
		Disp	lay	Portfolio	
National Programs in Act	ion Promote and Publi	icize FCCLA!	Publi	c Policy Advocate	
	Career Focus	sed Events			
	a specific career area. Most event and knowledge, but a few events a career p	re open to Level 1			
Baking and Pastry	Culinary Arts	Culinary Math Management		Early Childhood Education	
Event Management	Fashion Construction	Fashion	Design	Food Innovations	
Hospitality, Tourism, and Recreation	Interior Design	Say Yes to FCS Education		Sports Nutrition	
	Teach an	d Train			
	Online I	Events			
		umar calanaac aan	tent throuah a d	ligital delivery. Preliminary	
Events which have a focus on	the integration of family and cons	Sumer sciences con			
Round participants submit pro	the integration of family and cons jects for online evaluation. The top al project, plus an oral presentatio	o 15 highest scorin	g entries in each		
Round participants submit pro their digit	jects for online evaluation. The top	o 15 highest scorin	g entries in each	erence.	

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

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

Event	Entries per State	Individual Event	Team Event	Event	Entries per State	Individual Event		Team Event
Baking and Pastry				Food Innovations				
Level 3	3	•		Level 1	2		or	
<b>Career Investigation</b>				Level 2	2		or	
Level 1	2	•		Level 3	2		or	
Level 2	2			Hospitality, Tourisn	n, and Recrea	tion		
Level 3	2			Level 2	2		or	
Chapter in Review Di	splay			Level 3	2		or	
Level 1	2			Interior Design				
Level 2	2			Level 2	2		or	
Level 3	2			Level 3	2		or	
Chapter In Review Po	ortfolio			Interpersonal Comr	nunications			
Level 1	2			Level 1	2		or	
Level 2	2			Level 2	2		or	
Level 3	2		-	Level 3	2		or	
Chapter Service Proje	ect Display			Job Interview				
Level 1	2		•	Level 2	2			
Level 2	2		•	Level 3	2	•		
Level 3	2		•	Leadership				
Chapter Service Proje	ect Portfolio			Level 2	2			
Level 1	2			Level 3	2			
Level 2	2			National Programs	in Action			
Level 3	2			Level 1	2		or	
Culinary Arts				Level 2	2	-	or	
Level 3	3			Level 3	2		or	
Culinary Math Mana	gement			Nutrition and Wellr	ness			
Level 3	2		or 🔳	Level 1	2		or	
Early Childhood Educ	ation			Level 2	2		or	
Level 3	2	•		Level 3	2		or	
Entrepreneurship				Parliamentary Proc	edure			
Level 1	2		or 🔳	Level 1	2			
Level 2	2	•	or 🔳	Level 2	2			
Level 3	2	•	or 🔳	Level 3	2			
Event Management				Professional Presen	tation			
Level 1	2	•	or 🔳	Level 1	2		or	
Level 2	2	•	or 📕	Level 2	2	•	or	
Level 3	2	•	or 🔳	Level 3	2	•	or	
Fashion Construction	1			Promote and Public	ize FCCLA!			
Level 2	2	•		Level 1	2	•	or	
Level 3	2	•		Level 2	2	-	or	
Fashion Design				Level 3	2	-	or	
Level 2	2	•	or 📕	Public Policy Advoc	ate			
Level 3	2	•	or 🔳	Level 1	2	-	or	
Focus on Children				Level 2	2	-	or	
Level 1	2	•	or 🔳	Level 3	2	-	or	
Level 2	2	•	or 🔳	Repurpose and Red	esign			
Level 3	2	•	or 🔳	Level 1	2	•	or	
				Level 2	2	-	or	
				Level 3	2		or	

# **Event Information (continued)**

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

# **Online STAR Event Information**

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

Event	Entries per Chapter	Individual Event		Team Event	Event	Entries per Chapter	Individual Event		Team Event
<b>Digital Stories fo</b>	r Change				FCCLA Chapter We	ebsite			
Level 1	2	•	or		Levels 1, 2 or 3	1			_
Level 2	2	•	or			1	-	or	-
Level 3	2		or		(chapters may only	y choose one lev	el for competi	tion)	
Instructional Vid	eo Design								
Level 1	2	•	or						
Level 2	2		or						
Level 3	2	•	or						

# Policies



#### **ACCOMMODATIONS FOR DISABILITIES**

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

#### DISQUALIFICATION

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

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

#### **DRESS POLICY**

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

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

#### EVENT DESCRIPTION AND LEVELS

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

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

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

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

#### MEMBERSHIP

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

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

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

#### STATE SELECTION PROCEDURES

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

#### **DISCLAIMER FOR COMPETITION**

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

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

# Eligibility and General Rules for All Levels of Competition

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



# **Event Management Information**

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

Event volunteers include:

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

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

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

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



**Frequently Asked Questions** 



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

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



# **Checklist for the Adviser**



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

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

# **Intra-curricular Opportunities**

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

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

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





# **Checklist for Participants**

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



### 2021-2022 National Programs

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



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



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



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



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



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



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



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



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



# The FCCLA Planning Process for Individual and Team Action



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

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



#### **IDENTIFY CONCERNS**

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

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

#### SET A GOAL

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

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



#### FORM A PLAN

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

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



#### ACT

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

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



#### FOLLOW UP

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

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



**STAR Events Dates to Remember** 



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

#### February 1

Online STAR Events, Level I entry deadline.

#### March 15

Online STAR Events, National Leadership Conference qualifiers are announced

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

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

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

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

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

#### May 31

Membership affiliation submitted online and payment received deadline.

#### June 1–15

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

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





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

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

# Requirements/Policies for National Leadership Conference Participants



#### **Chapter Substitution Policy**

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

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

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

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

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

#### **Dress Policy**

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

#### **National Participation Schedule**

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

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

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

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

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

#### National Recognition, Awards and Scoring

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

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

 Gold Medal (90 – 100)
 Silver Medal (70 – 89.99)
 Bronze Certificate (1 – 69.99)

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#### Requirements/Policies for National Leadership Conference Participants (continued)

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

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

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

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

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

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

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

#### **Online Orientation Sessions**

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

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

#### **Online Testing**

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

#### **Special Needs Requests**

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

#### **STAR Events Registration Fees**

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

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

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

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



NATIONAL STAR EVENTS TIE-BREAKER PROCEDURES



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

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

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

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





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

#### **EVENT LEVELS**

Level 3: grades 11-12

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

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

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

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

#### **BAKING AND PASTRY**

#### Procedures and Time Requirements for National Competition

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

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

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

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

#### Testing

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

#### **Uniform and Appearance**

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

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

#### Safety and Sanitation

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

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

#### **Product Production**

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

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



### **Baking and Pastry** STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT (	СНЕСК				Points	
Registration Packet	Picked u	up by adviser or designa	ited adult du	uring scheduled time		
0 or 3 points	No <b>0</b>		,	Yes <b>3</b>		
<b>Event Online Orientation</b>	0			2		
Documentation	Official documentation			ocumentation provided at		
0 or 2 points	presentation time or		presentat	ion time and signed by adviser		
Proof of Project Summary		0		1		
Form Submission	Not presented to Roc	om Consultant at		d to Room Consultant at		
0 or 1 point	participation time	0	participat	tion time 1		
Time Schedule	Not included or incon	0 aplata	Timo scho	edule included and complete for		
0-1 point	Not included of incom	npiete	all produc	•		
Uniform and Appearance	1	2		3	·	
1 to 3 points	Unprofessional	Unprofessional appea	arance or	Professional attire worn:		
	uniform/attire or	attire as marked belo		hair/beard restraints		
	includes	hair/beard restrain	-	kitchen shoes		
	graphics/logo not	kitchen shoes not v		no visible jewelry		
	permitted in event	Jewelry uncovered		personal grooming meets		
		personal grooming meet guidelines	does not	guidelines		
EVALUATORS' SCORES		meet guidennes		ROOM CONSULTANT TOTAL		
	Initials			(10 points possible)		
Evaluator 1	Initials					
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE		
Evaluator 3	Initials			(90 points possible)	•	
Total Score	divided by number of evaluators FINAL SCORE					
	= AVERAGE EVALUAT	OR SCORE		(Average Evaluator Score plus		
	Rounded only to the neo	arest hundredth (i.e.		Room Consultant Total)		
	79.99 not 80.00)					
	RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial)					
Evaluator 1 Evalu	uator 2 Evalua	tor 3 Adult Ro	om Consultar	nt Event Lead Consultant		



#### **BAKING AND PASTRY**

Rubric

Name(s) of Participant

Chapter		Sta	te	Гeam #	Station #	Level
SAFETY AND SA	NITATION					Points
<b>Safety</b> 0–3 points	0 Station is disorganized, safety is disregarded	1 Station is lacking neatness and questionable equipment safet	0 /	handled safe	<b>2 3</b> ry neat and organized; all equip ely and properly. Internal temp taken at center	
Sanitation 0–3 points	0 Disregards safety and created unsaf unsanitary conditions	e and Shows minimal safet surfaces inconsister inconsistent hand v	tly cleaned and sar	nitized, contact s	<b>2 3</b> Il safety and sanitation practices, urfaces are cleaned and sanitiz ly, frequent hand washing	
FOOD PRODU	JCTION					
Equipment, Tools & Techniques 0 – 2 points	Selection and usage of tools/eq demonstration of skills	<b>0</b> uipment lacks understanding an			1 2 ment correctly and safely foll use of scales for measuring	owing
Mise en Place 0-2 points	Mise en place is poorly executed organizational skills	0 d and displays unacceptable	Mise en pla skills	ace is well executed ar	1 2 nd displays excellent organiza	tional
QUICK BREAD						
Appearance 0-5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	1-2 Items are a slightly too light or too dark in color. Crust appear to be too soft	0	<b>3</b> variance, good crust, ually appealing	4 5 Exceptional color and doner proper crust and crumb, vis appealing	
<b>Consistency</b> 0-5 points	0 Size, shape and/or color is inconsistent. Incorrect yield	1-2 Size, shape and/or color is inconsistent. Correct yield		<b>3</b> and/or color is Correct yield	4 5 Size, shape and/or color is exceptional and meets or ex industry expectations. Corre	
Principles and Techniques 0-5 points	0 Incorrect technique used throughout preparation	1-2 Product over or under mixed, incorrect proportions of ingredients	Product ove with tunnel	<b>3</b> ermixed, tough or s	4 5 Correct techniques meeting standards for quick bread preparation	
<b>Taste and Texture</b> 0-5 points	0 Taste is bland, flavorless or bitter. Batter stood too long before baking. Coarse texture and unappealing	1-2 Items are lacking taste, crust is soft, product is dense and hea Little to no crumb	vy. pleasing ext	3 ed flavor with erior and interior h good crumb	4 5 Flavor and texture meet or industry expectations	exceeds
CHOUX PASTR	Y					
Appearance 0-5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	1-2 Items are a slightly too light or too dark in color. Lacks visual appeal.	0	<b>3</b> variance, shape is sually appealing	4 5 Exceptional color and doner excellent shape and is visua appealing	
<b>Consistency</b> 0-5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	1-2 Size, shape and/or color is inconsistent. Correct yield		<b>3</b> and/or color is Correct yield	4 5 Size, shape and/or color is exceptional and meets or ex industry expectations. Corre	
Principles and Techniques 0-5 points	0 Incorrect technique used throughout preparation	1-2 Product under or overmixed, incorrect proportions of ingredients		3 red correctly, but proportions not	4 5 Correct techniques meeting standards for choux pastry	industry
Taste and Texture 0-5 points	<b>0</b> Taste is bland, flavorless or bitter. Soggy interior.	1-2 Items are lacking taste, failed t rise and/or collapsed	o Well balanc	3 ed flavor and texture	4 5 Flavor and texture meets or industry expectations	exceeds

#### Baking and Pastry Rubrics (continued)

Appearance	0	1-2	3	4 5
0-5 points	Items are visually unappealing.	Items are a slightly too light or	Slight color variance, good crust,	Exceptional color and doneness,
	Appear to be either under	too dark in color. Crust appears	shape is visually appealing, but	properly shaped, visually appealing
	baked or burnt	to be too soft or tough	cracks or blisters	
Consistency	0	1-2	3	4 5
0-5 points	Size, shape and/or color is	Size, shape and/or color shows	Size, shape and/or color is	Size, shape and/or color is
	inconsistent. Incorrect yield	few inconsistencies. Correct	consistent. Correct yield	exceptional and meets or exceeds
		yield		industry expectations. Correct yield
Principles and	0	1-2	3	4 5
Techniques	Incorrect technique used	Product over or under mixed,	Product mixed correctly with	Correct techniques meeting industry
0-5 points	throughout preparation	incorrect proportions of	adequate rising time	standards for shaped yeast bread
		ingredients, incorrect rising time		preparation
Taste and Texture	0	1-2	3	4 5
0-5 points	Taste is bland, flavorless or	Items are lacking taste, crust is	Well balanced flavor with	Flavor and texture meets or exceeds
	bitter. Crumble, dry, coarse or	too soft or too tough, interior	pleasing exterior and interior	industry expectations
	wet interior texture	holes	texture	
CAKE DECORA	TING			
Preparation for	0	1-2	3	45
Decorating	Cake layers or crumb coat are	Cake layers and crumb coat are	Cake layers are mostly evenly cut	Cake layers are evenly cut and crumb
0-5 points	not executed according to	unevenly executed	and crumb coat applied correctly	coat is applied correctly
	specifications		· · · · · · · · · · · · · · · · · · ·	·····
Borders and	0	1-2	3	4 5
Decoration	Not all required elements were	Size, shape and/or color is	Demonstration of skill meets	Demonstration of skill meets or
0-5 points	attempted	inconsistent	acceptable industry expectations	exceeds industry expectations
Writing	0	1-2	3	4 5
0-5 points	Did not attempt	Size, shape and/or placement of	Demonstration of skill meets	Demonstration of skill meets or
		writing does not meet	acceptable industry expectations	exceeds industry expectations
		acceptable industry expectations		
Principles,	0	1-2	3	4 5
Techniques,	Incorrect technique used	Product assembled with	Product is assembled correctly	Product is assembled correctly and
Expectations	throughout preparation	incorrect techniques; does not	but some incorrect techniques	meets industry and retail expectation
0-5 points		meet retail expectation	used; generally meets retail	
			expectation	

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

#### TOTAL

(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial

#### **BAKING AND PASTRY**

Time Management Plan

Time	Activity	Food Item/Equipment Needed
	Activity	

Activity	Food Item/Equipment Needed

# Baking and Pastry Time Management Plan (continued)





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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

#### **CAREER INVESTIGATION**

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

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

#### **Specifications**

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

SPI	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3
1-8 ½" x 11" page or 1 slide 1-8 ½" x 11" page or 1 slide	Project Identification Page Table of Contents	name(s), chapter name, sch	<i>graphics</i> or decorations; mus ool, city, state, event name, a o in the order in which the pa	and career investigated.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		f the <i>Planning Process</i> was us of the <i>Planning Process</i> may a	
	Evidence of Online Project Summary Submission		summary form located on th nclude signed proof of submis	•
0–7	<i>Content Divider Pages</i> or Sections	may be tabbed, may contain	ection pages or slides. <i>Conten</i> n a title, a section name, grap umbers. They must not includ	hic elements, thematic

### Career Investigation Specifications (continued)

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

#### Career Investigation Specifications (continued)

#### **Oral Presentation**

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

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



### STAR Events Point Summary Form CAREER INVESTIGATION

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT C	НЕСК		Points
<b>Registration Packet</b>	Picked up by adviser or de	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio 0–1 point	0	1	
	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators 1 2 3	
Portfolio Pages 0–3 points	Portfolio exceeds the page limit	2 3 2 or more errors 1 error no errors	
0–3 points	For trong exceeds the page limit	Portfolio contains no more than 36 single-sided	
		pages or 47 slides completed correctly,	
		including:	
		• 1 project ID page or slide	
		<ul> <li>1 table of contents page or slide</li> </ul>	
		<ul> <li>1 Planning Process summary page or 2 slides</li> </ul>	
		Project Summary Submission Proof	
		• Up to 7 content divider pages or slides	
		• Up to 25 content pages or 35 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(90 points possible)</li> </ul>	•
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 79.9	9 not 80.00) Room Consultant Total)	<u> </u>
RATING ACHIEVED (circle	•	Bronze: 1-69.99	
VERIFICATION OF FINAL S	CORE AND RATING (please initial)		



# CAREER INVESTIGATION

Rubric Level 1

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

Chapter			St	ate	Team #	Stati	on # Leve	
PORTFOLIO								
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps presented but summarized		<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Self-Assessment 0–10 points	0 Not included	1 2 Vaguely referred to but incomplete evidence	<b>3 4</b> Some evidenc self-assessme	ce of	5 6 7 Explained somewhat, not documented sour of self-assessment		8 9 10 I resources used for self-	
Evidence of Career Research 0–10 points	0 Not explained	1 2 Some research done but incomplete information	3 4 Research is cu but from unre sources	urrent	5 6 7 Research is current be only partially address required components	es topic; from r	8 9 10 surrent, appropriate for eliable sources, and equired components	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	0 No samples provided	1 Limited samples are provided	2 Limited resea experiences w undertaken		3 Few experiences explained or limited research listed	4 Good variety of research or experiences and of value to the career choice selected	5 Wide variety of research or valuable experiences and documentation is clear and easy to understand	
Samples of Related School Work D–10 points	0 No samples provided	1 2 Limited number of samples provided	3 4 Limited sampl FCS or acaden coursework	les of	5 6 Samples of FCS and academic coursework are provided	7 8 Explanation and documented evidence of how school work will be used be in selected career	9 10 School work is explained thoroughly as to how it will be used in selected career	
C <b>areer Planning</b> 0–5 points	0 No career goal stated	1 Briefly explained career goal(s)	2 States career goal(s) but no for achieving goal(s)	plan	<b>3</b> Brief explanation of career goal(s) and how to achieve the goal(s)	4 States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	for achieveness of	
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incom current, or not reliab			<b>2</b> e resources but incorre <i>ee style sheet)</i>		<b>3</b> st of current and reliable n MLA or APA style <i>(see</i>	
<b>Appearance</b> D–3 points	<b>0</b> Portfolio is illegible and unorganized	1 Portfolio is neat, but grammatical or spelli is organized poorly			<b>2</b> io is neat, legible, and ional, with correct gra elling	Neat, legibl mmar grammar ar	3 e, professional, correct nd spelling used with ganization of	

### Career Investigation Rubric Level 1 (continued)

Organization/	0	12	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0 – 10 points	) points done or presented some topic		all topic elements but	complete information	information	all relevant	
	briefly and does not		with minimal	but does not explain	completely but does	information with a	
	cover components of the project		information	the project well	not flow well	seamless and logical	
	the project					delivery	
Knowledge of	0	1	2	3	4	5	
Selected Career	Little evidence of	Minimal evidence of	Some evidence of	Knowledge of career	Knowledge of career	Knowledge of career	
0-5 points	career knowledge	career knowledge	career knowledge	is evident but not	is evident and	is evident and	
				effectively used in	shared at times in	incorporated	
				presentation	the presentation	throughout the	
						presentation	
Relationship of	0	1	2	3	4	5	
Family and Consumer Sciences	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of career	Knowledge of career	
Coursework and	relationship between	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship	
Standards	career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident and	is evident and	
0-5 points		relationship	coursework		shared	explained well	
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally during	incorporated	effectively	seamlessly between	
		speaking time	presentation	throughout	throughout	oral presentation	
				presentation	presentation	and portfolio	
Voice – pitch, tempo, volume	0		1	2		3	
0-3 points	Voice qualities not used	Voice qua	lity is adequate	Voice quality is good,		ality is outstanding and	
	effectively			improve	pleasing	-	
Body Language/ Clothing Choice	0	Contraction of the second	1	2		3	
0-3 points	Uses inappropriate gestu		posture, mannerisms	Gestures, posture, ma		, posture, mannerisms,	
	posture or mannerisms, eye contact/inappropriation		ontact is inconsistent/	eye contact, and cloth	0 1	act, and clothing	
	clothing		appropriate	appropriate	enhance	presentation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5)	Some (3-5	) grammatical and	Few (1-2) grammatica	land Presenta	tion has no grammatical	
Pronunciation	grammatical and pronun		tion errors	pronunciation errors		nciation errors	
0-3 points	errors	,		r	p. o		
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions		without ease or	questions	evaluators'	appropriate and	
			accuracy		questions	given without	
						hesitation	

**Evaluator's Comments – include two things** 

done well and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator #

Evaluation Initial Room Consultant Initial



# CAREER INVESTIGATION

Rubric Level 2

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

Chapter			Sta	ate	Team #		Statior	ו # Lev	el
PORTFOLIO									
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps presented but summarized		<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence th Planning Pro was utilized project	ocess	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
Self-Assessment 0–10 points	0 Not included	1 2 Vaguely referred to but incomplete evidence	3 4 Some evidenci self-assessmen	e of	5 6 7 Explained somewhat, documented sources assessment, includes required components	of self- most	self-assess	8 9 10 ted resources used for sment and includes all components	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information	3 4 Research is cu but from unre sources	rrent	5 6 7 Research is current b partially addresses re components	quired	for topic; f	8 9 10 is current, appropriate from reliable sources, les all required nts	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	0 No samples provided	1 Limited samples are provided	<b>2</b> Limited experiences w undertaken	vere	3 Few experiences explained; little variety of experiences	4 Good variet experiences value to the choice selec	and of career	5 Wide variety of valuable experience and documentation is clear and easy to understand	
Samples of Related School Work 0–10 points	0 No samples provided	1 2 Limited number of samples provided	3 4 Limited sampl FCS or academ coursework	es of	5 6 Samples of FCS and academic coursework are provided	7 Explanation documente evidence of school work used be in s career	d how a will be	9 10 School work is explained thoroughly as to how it will be used in selected career	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal stated	1 Briefly explained career goal(s)	2 States career goal(s) but no for achieving goal(s)	plan	3 Brief explanation of career goal(s) and how to achieve the goal(s)	4 States caree goal(s) that includes pla education/ and other a for achievin goal(s)	n for training ctivities	5 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed	1 Resources are incom current, or not reliab	, ,		<b>2</b> e resources but incorr <i>ee style sheet)</i>	reso		<b>3</b> of current and reliable MLA or APA style (see	
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	1 Portfolio is neat, but grammatical or spelli is organized poorly			<b>2</b> io is neat, legible, and ional, with correct gra elling	Nea mmar grar effe	t, legible, nmar and	3 professional, correct spelling used with nization of	

### Career Investigation Rubric Level 2 (continued)

Organization/	0	1 2	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0 – 10 points	10 points days as assessed		all topic elements but	complete information	information	all relevant	
	briefly and does not	some topic elements	with minimal	but does not explain	completely but does	information with a	
	cover components of		information	the project well	not flow well	seamless and logical	
	the project		mormation	the project well	not now wen	delivery	
Knowledge of	0	1	2	3	4	5	
Selected Career	Little evidence of	Minimal evidence of	Some evidence of	Knowledge of career	Knowledge of career	Knowledge of career	
0-5 points	career knowledge	career knowledge	career knowledge	is evident but not	is evident and	is evident and	
			career anotherape	effectively used in	shared at times in	incorporated	
				presentation	the presentation	throughout the	
				presentation	the presentation	presentation	
Relationship of	0	1	2	3	4	5	
Family and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of career	Knowledge of career	
Consumer Sciences	relationship between	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship	
Coursework and	career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident.	is evident, national	
Standards		relationship	coursework		shared and national	program identified,	
0-5 points		relationship	COUISEWOIK		program identified	and both explained	
						well	
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally during	incorporated	effectively	seamlessly between	
		speaking time	presentation	throughout	throughout	oral presentation	
		speaking time	presentation	presentation	presentation	and portfolio	
Voice – pitch,	0		1	2	P	3	
tempo, volume	Voice gualities not used	Voice qua	lity is adequate	Voice quality is good, b	ut could Voice qua	lity is outstanding and	
0-3 points	effectively			improve	pleasing		
Body Language/	0		1	2	picubing	3	
Clothing Choice	Uses inappropriate gestu	ires, Gestures.	posture, mannerisms	Gestures, posture, mar	nerisms. Gestures	posture, mannerisms,	
0-3 points	posture or mannerisms,		ontact is inconsistent/	eye contact, and clothi		ict, and clothing	
	eye contact/inappropriat		appropriate	appropriate	• .	presentation	
	clothing		The shares	appropriate	cindite		
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5)	Some (3-5	) grammatical and	Few (1-2) grammatical	and Presentat	ion has no grammatical	
Pronunciation	grammatical and pronun	ciation pronuncia	tion errors	pronunciation errors	or pronu	nciation errors	
0-3 points	errors			-			
Responses to	0	1	2	3	4	5	
Evaluators'		Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions		without ease or	questions	evaluators'	appropriate and	
			accuracy		questions	given without	
						hesitation	

**Evaluator's Comments – include two things** 

done well and two opportunities for improvement:

#### TOTAL

(90 points possible)

- #
- Evaluator # Evaluation Initial Room Consultant Initial



# CAREER INVESTIGATION

Rubric Level 3 and 4

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

Chapter			Sta	ate	Team #		Station	n # Level_	
PORTFOLIO									
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps a presented but summarized	are Proc	<b>3</b> anning ess steps are narized	Evidence Planning		5 The Planning Process is used to plan the project. Each step is fully explained	
Self-Assessment 0–10 points	0 Not included	1 2 Vaguely referred to but incomplete evidence	3 4 Some evidence self-assessmer	e of Docu nt self-a		7 urces used for nd includes all ents	Docume for self-a includes compon	8 9 10 Inted resources used assessment and all required ents. Describes role of ent in career choice	
Evidence of Career Research 0–10 points	<b>0</b> Not explained	1 2 Some research done but incomplete information	3 4 Research is cu but from unre sources	rrent Rese liable parti	5 6 arch is curren ally addresses ponents	t but only	appropr reliable	3 9 10 h is current, iate for topic; from sources, and includes red components	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	0 No samples provided	1 Limited samples are provided	2 Limited experiences w undertaken	ere expla varie	3 experiences nined; little ty of riences	•	ces and of the career	5 Wide variety of valuable experiences and documentation is clear and easy to understand	
Samples of Related School Work 0–10 points	<b>0</b> No samples provided	1 2 Limited number of samples provided	3 4 Limited sample FCS or academ coursework	es of Samp nic acad	sework are	documer evidence school w	nted	9 10 School work is explained thoroughly as to how it will be used in selected career	
Career Planning 0–5 points	<b>0</b> No career goal stated	1 Briefly explained career goal(s)	2 States career goal(s) but no for achieving goal(s)	plan care	<b>3</b> explanation of er goal(s) and to achieve th s)	of States ca goal(s) th e includes educatio	nat plan for n/ training r activities	5 Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incomp current, or not reliabl		Reliable reso style <i>(see sty</i>		r		<b>3</b> of current and reliable MLA or APA style (see	
<b>Appearance</b> 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but i grammatical or spellin is organized poorly			<b>2</b> eat, legible, a with correct	grammar g e		3 professional, correct spelling used with anization of	

### Career Investigation Rubric Level 3 and 4 (continued)

Organization/	0	12	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
0 – 10 points	done or presented	some topic elements	all topic elements but	complete information	information	all relevant	
	briefly and does not		with minimal	but does not explain	completely but does	information with a	
	cover components of		information	the project well	not flow well	seamless and logical	
	the project					delivery	
Knowledge of	0	1	2	3	4	5	
Selected Career	Little evidence of	Minimal evidence of	Some evidence of	Knowledge of career	Knowledge of career	Knowledge of career	
0-5 points	career knowledge	career knowledge	career knowledge	is evident but not	is evident and	is evident and	
	_	0	0	effectively used in	shared at times in	incorporated	
				presentation	the presentation	throughout the	
				F		presentation	
Relationship of	0	1	2	3	4	5	
Family and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of career	Knowledge of career	
Consumer Sciences	relationship between	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship	
Coursework and Standards	career and FCS	and FCS coursework	career and FCS	but not shared	FCS is evident,	is evident, national	
0-5 points		relationship	coursework		shared and national	program identified,	
o o pointo					program identified.	and both explained	
					FCS career pathway	well. FCS career	
					identified	pathways identified	
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally during	incorporated	effectively	seamlessly between	
		speaking time	presentation	throughout	throughout	oral presentation	
				presentation	presentation	and portfolio	
Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not used	Voice qual	ity is adequate	Voice quality is good, b	out could Voice qua	ality is outstanding and	
0-3 points	effectively			improve	pleasing		
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate gestu		posture, mannerisms	Gestures, posture, mar	nnerisms, Gestures	posture, mannerisms,	
0-3 points	posture or mannerisms,	avoids and eye co	ontact is inconsistent/	eye contact, and clothi	ng are eye conta	act, and clothing	
	eye contact/inappropriat clothing	te clothing is	appropriate	appropriate	enhance	presentation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5)		) grammatical and	Few (1-2) grammatical	and Presenta	tion has no grammatical	
Pronunciation	grammatical and pronun	ciation pronuncia	tion errors	pronunciation errors	or pronu	nciation errors	
0-3 points	errors						
Responses to	0	1	2	3	4	5	
Evaluators'		Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions		some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions		without ease or	questions	evaluators'	appropriate and	
			accuracy		questions	given without	
						hesitation	

Evaluator's Comments - include two things

done well and two opportunities for improvement:

#### TOTAL

(90 points possible)

Evaluator # **Evaluation Initial** Room Consultant Initial





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

#### EVENT LEVELS

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

See page 10 for more information on event levels.

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

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

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

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

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

### **CHAPTER IN REVIEW DISPLAY**

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

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

### **Specifications**

#### Display

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

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

#### **Oral Presentation**

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

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



Na

### STAR Events Point Summary Form CHAPTER IN REVIEW DISPLAY

me of Participant	
me of Participant	

	<b>6</b>		<b>e</b>	
Chapter	State	Team #	Station #	Level

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

<b>Registration Packet</b>	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Online Event	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Display Set-Up	0	1	
0-1 point	Participants did not set up their display within allotted time period	Participants set up display during allotted time period	
Display Dimensions	0	1	
0–1 point	Does not fit with the appropriate dimensions/objects not returned within display after presentation	The display fits/objects returned within display after presentation	
Project Identification Page	0	1	
0–1 point	Project ID page is missing or incomplete	Project ID page is present and completed correctly	
Project Summary	0	1	
Submission Proof	Project Summary Submission missing	Project Summary Submission present	
0–1 point			
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(90 points possible)</li> </ul>	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)	
RATING ACHIEVED (circle of VERIFICATION OF FINAL SCO	ne) Gold: 90-100 Silver: 70-89.99 DRE AND RATING (please initial)	Bronze: 1-69.99	
Evaluator 1 Evalu	ator 2 Evaluator 3 Adu	It Room Consultant Event Lead Consultant	



### **CHAPTER IN REVIEW DISPLAY**

Rubric

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

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

### Chapter in Review Display Rubric (continued)

ORAL PRESE							Points
ORAL PRESE Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic element		complete information but does not explain	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Program of Work 0-5 points	0 Not eviden	t	1 Missing or lacks variety	2 3 Focuses on a fer	w areas Sho com	4 5 ws variety/creativity with nprehensive member olvement. Reflects Purposes of LA	
Use of Display during Presentation 0-5 points	0 Display not used during presentation	1 Display used to lir amount of speaki time		<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
<b>/oice – pitch,</b> <b>cempo, volume</b> D-3 points	0 Voice qualities not use effectively	d Voic	1 e quality is adequate	2 Voice quality is good, improve		<b>3</b> ice quality is outstanding and asing	
Body Language/ Clothing Choice D-3 points	0 Uses inappropriate ges posture or mannerism eye contact/inappropr clothing	s, avoids and	1 ures, posture, mannerisms eye contact is inconsistent/ ning is appropriate	<b>2</b> Gestures, posture, ma eye contact, and cloth appropriate	ning are eye	<b>3</b> stures, posture, mannerisms, e contact, and clothing enhance esentation	
Grammar/Word Usage/ Pronunciation D-3 points	0 Extensive (more than 5 grammatical and pront errors		1 e (3-5) grammatical and unciation errors	2 Few (1-2) grammatica pronunciation errors		3 esentation has no grammatical pronunciation errors	
Responses to Evaluators' Questions 0-5 points		1 Jnable to answer come questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questio	5 Responses to questions were appropriate and given without hesitation	

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

(90 points possible)

TOTAL

Evaluator #

Evaluator Initial

Room Consultant Initial





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

#### EVENT LEVELS

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

See page 10 for more information on event levels.

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

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

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

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

### **CHAPTER IN REVIEW PORTFOLIO**

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

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

### **Specifications**

#### **Hardcopy Portfolio**

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

#### **Electronic Portfolio**

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

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

### Chapter in Review Portfolio (continued)

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

#### **Oral Presentation**

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

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



### STAR Events Point Summary Form CHAPTER IN REVIEW PORTFOLIO

Name	of	Par	tici	pant	
Name	01	Pdi	uci	pant	_

Chapter	State	Team #	Station #	Level

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

неск		Points
Picked up by adviser or de	signated adult during scheduled time	
No <b>0</b>	Yes <b>3</b>	
0	2	
Official documentation not provided	Official documentation provided at presentation	
	time and signed by adviser	
0	-	
Electronic Portfolio not in viewable	Flectronic Portfolio in viewable format to the	
0	1 2 3	
Portfolio exceeds the page limit 0 Participant was late for presentation	2 or more errors1 errorno errorsPortfolio contains no more than 48 single-sidedpages or 59 slides completed correctly,including:• 1 project ID page or slide• 1 table of contents page or slide• 1 Planning Process summary page or 2 slides• Project Summary Submission Proof• Up to 9 content divider pages or slides• Up to 35 content pages or 45 content slides1Participant was on time for presentation	
Turticipant was late for presentation		
Initials	(10 points possible)	
Initials	AVERAGE EVALUATOR SCORE	
Initials	(90 points possible)	
divided by number of evaluators	FINAL SCORE	
= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.99		
	Picked up by adviser or de No 0 Official documentation not provided at presentation time or signed by adviser 0 Binder is not the official FCCLA binder 0 Electronic Portfolio not in viewable format to the evaluators 0 Portfolio exceeds the page limit Portfolio exceeds the page limit 1 Participant was late for presentation Initials Initials divided by number of evaluators	Picked up by adviser or designated adult during scheduled time         No       0       Yes       3         Official documentation not provided at presentation time or signed by adviser       Official documentation provided at presentation time and signed by adviser       Official documentation provided at presentation time and signed by adviser         Binder is not the official FCCLA binder       1       Binder is the official FCCLA binder         0       1       2       3         Electronic Portfolio not in viewable format to the evaluators       1       2       3         Portfolio exceeds the page limit       1       1       3         Portfolio exceeds the page limit       1       1       1         Portfolio exceeds the page limit       1       1       3         Portfolio exceeds the page limit       1       1       1         Portfolio exceeds the page limit       1       1       1         Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly

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#### **CHAPTER IN REVIEW PORTFOLIO**

Rubric

Name of Participant \_\_\_\_

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

# Chapter in Review Portfolio Rubric (continued)

•			•	•			
							Points
ORAL PRESE	NTATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Program of	0		1	project well 2	3	4 5	
Work 0-5 points	Not eviden	t M	issing or lacks variety	Focuses on a f	ew areas Shows compr	variety/creativity with ehensive member ement. Reflects Purposes of	
Use of Portfolio	0	1	2	3	4	5	
during Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	
Voice – pitch,	0		1	2	F	3	
tempo, volume 0-3 points	Voice qualities not use effectively	ed Voice q	uality is adequate	Voice quality is good improve	d, but could Voice pleasi	quality is outstanding and ng	
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	is, avoids and eye	es, posture, mannerisms e contact is inconsistent/ g is appropriate	Gestures, posture, r eye contact, and clo appropriate	othing are eye co	res, posture, mannerisms, ontact, and clothing enhance ntation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pron errors	, ,	3-5) grammatical and ciation errors	Few (1-2) grammati pronunciation error		ntation has no grammatical onunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' question		
						without hesitation	

#### Evaluator's Comments - include two things done well

and 2 opportunities for improvement:



(90 points possible)

Evaluator #

Evaluator Initial

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





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

#### **EVENT LEVELS**

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

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

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

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

### CHAPTER SERVICE PROJECT DISPLAY

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

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

### **Specifications**

#### Display

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

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

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### Chapter Service Project Display Specifications (continued)

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

#### **Oral Presentation**

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

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



### STAR Events Point Summary Form CHAPTER SERVICE PROJECT DISPLAY

Name of	Participant
---------	-------------

Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH			Points
<b>Registration Packet</b>		esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Display Set-Up	0	1	
0-1 point	Participants did not set up their display within allotted time period	Participants set up display during allotted time period	
Display Dimensions	0	1	
0–1 point	Does not fit with the appropriate	The display fits/objects returned within display	
	dimensions/objects not returned within display after presentation	after presentation	
Project Identification Page	0	1	
0–1 point	Project ID page is missing or	Project ID page is present and completed	
	incomplete	correctly	
Project Summary	0	1	
Submission Proof	Project Summary Submission missing	Project Summary Submission present	
0–1 point			
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
valuator 3	Initials	(90 points possible)	
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	
ATING ACHIEVED (circle o	ne) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99	
ERIFICATION OF FINAL SC	ORE AND RATING (please initial)		
valuator 1 Evalu	uator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant	



## CHAPTER SERVICE PROJECT DISPLAY

Rubric

Name of Participant \_\_\_\_

Chapter			State	Team #	Station #	Level_	
DISPLAY FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	steps are Pl summarized wa	anning Process is u as utilized to plan pro oject ful	5 e Planning Process used to plan the oject. Each step is ly explained; no ore than 1 page	
<b>Display Appearance</b> 0-5 points	0 Not used during presentation	1 Many errors and is not aesthetically pleasing	<b>2</b> Has minimal appeal		4 pod word, color, Cre	5 eative, appropriate d of high quality	
Addressed a Specific Need Identify Concerns 0-4 points	<b>0</b> No evidence shown	1 Limited needs identified	2 Project needs are addressed but somev unclear or vague	3 Project addresses a need for family, scho community or Family and Consumer Scien	Research methods ool, identify an urgent of school, commu	and significant need unity, global or for mer Sciences, gather	
Target Audience Identify Concerns 0-3 points	<b>0</b> No mention of the inten audience			<b>2</b> evident that the project was igned for the intended audien	Project is appropriat e attributes of the inte		
Goals/Mission Set a Goal 0-3 points	<b>0</b> Goals are missing	Goals are limit	•	<b>2</b> als and mission are explained	: Goals/mission relate rationale for the pro		
Reflects FCCLA Purposes Set a Goal 0-2 points	<b>0</b> Did not refer to a purpos	5e	1 FCCLA Purposes are b	riefly mentioned The lir	<b>2</b> nk to FCCLA Purposes is ex	plained in detail	
Family and Consumer Sciences Content and Skills Set a Goal 0-3 points	0 FCS not mentioned		1 o of project to Family ner Sciences is not or vague	2 The project relates to Famil Consumer Sciences knowled and skills	dge standards. Partici	<b>3</b> to the national FCS ipant members use CS skills in plans and	
<b>Project Scope</b> Form a Plan 0-3 points	0 No evidence	1 Project is limited	d in scope Pro effc Cha	2 ject may be similar to other orts or an annual event. Illenges and barriers are luated		ogy, and is unique.	
Project's Organization Form a Plan 0-4 points	0 Little organization is evident	1 Organization is diffi to follow, not conci not thorough	cult The plan is t	horough, but The plan is t anized more is organized o make ion with	in sequence identified examined considere various a	4 ect members d standards, d alternative actions, ed consequences of lternative, and acceptable ves	
Cooperative Efforts/Partners Form a Plan 0-3 points	<b>0</b> No evidence shown	Cooperative	1 e effort is limited	2 Partners are limited in scop		U	
Work Plan Form a Plan 0-3 points	<b>0</b> No work plan		1 work plan of sks has limited details	2 Work plan has some details evidence of planning		3 lained in detail and is	
Timeline Form a Plan 0-3 points	<b>0</b> No timeline	A limited tin	1 neline is explained	2 Timeline explained with som detail. A work plan of assigne tasks has limited details		· ·	
Activities/Tasks and Roles Form a Plan 0-3 points	0 None indicated		1 tivities are limited limited members	Project involves most membri plan includes detailed activities/roles/tasks	•	nclude community,	

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# Chapter Service Project Display Rubric (continued)

							Points
Budget Form a Plan 0-3 points	0 No budget provided	Budget is e		2 Budget reflects the pro goals	additional reso described. Ma	3 iled and thoughtful with purces were sought and ny partners are evident to resources of the project	
Increase Awareness Public Relations Form a Plan 0-3 points	<b>0</b> No activities shown	increases a	1 evident the project wareness of FCCLA and Consumer Sciences	2 Multiple strategies for outreach and publicity evident	are FCCLA and FCS v peers, communi	3 y increased awareness of vith many of these audiences: ty, public, elected officials, ators, and school board	
Project Impact Act 0-3 points	0 Impact missing		lained in a limited i	2 mpact of project is show n a variety of methods an statistics, surveys and info	n and evident Impact nd data, statisti	<b>3</b> is significant with data, cs, surveys and information	
Youth Involved and Volunteer Recruitment Act 0-2 points	Project is not youth led. recruited	0 Volunteers were not	Project is youth led and	1 d members volunteered	beyond chapter men usually invited to par	2 Volunteers were recruited abership with people not ticipate (older persons, rsons with special needs)	
Uniqueness Act 0-2 points	Project is not unique	0	Project has been done designed to a similar e	1 previously or is a project ffort		2 s approach to solve a	
<b>Evaluation</b> Follow Up 0-4 points	<b>0</b> No evidence of follow up	1 Limited evidence of follow up and evaluat	2 Evaluation is evide ion strategies are use follow up	d for strategies, in	terviews, strat	4 nation involves multiple egies, interviews, surveys, pre post tests, reports and used	
				reports. Follo plans for rep	w up includes techn lication, and replic and recognition lesso	nology. Follow up includes cation plans, future efforts, ns learned, and	
ORAL PRESENTA	ATION			reports. Follo plans for rep	w up includes techn lication, and replic and recognition lesso	nology. Follow up includes cation plans, future efforts,	
ORAL PRESENTA Organization/ Delivery 0 – 10 points	O Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	reports. Follo plans for rep	w up includes techn lication, and replic and recognition lesso	nology. Follow up includes cation plans, future efforts, ns learned, and	
Organization/ Delivery 0 – 10 points Use of Display during Presentation	0 Presentation is not done or presented briefly and does not cover components of	Presentation covers some topic elements 1 Display used to limit amount of speaking	<b>3 4</b> Presentation covers all topic elements but with minimal information <b>2</b> Display used minimally during	reports. Follo plans for rep appreciation 5 6 Presentation gives complete information but does not explain the project well 3 Display incorporated to throughout to	w up includes techn lication, and replic and recognition lesso approved 7 8 Presentation covers information completely but does not flow well 4 Display used effectively chroughout	hology. Follow up includes cation plans, future efforts, ns learned, and eciation/recognition 9 10 Presentation covers all relevant information with a seamless and logical delivery 5 Presentation moves seamlessly between oral	
Organization/ Delivery 0 – 10 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume	0 Presentation is not done or presented briefly and does not cover components of the project 0 Display not used during presentation	Presentation covers some topic elements 1 Display used to limit amount of speaking time	3 4 Presentation covers all topic elements but with minimal information 2 Display used minimally during presentation 1	reports. Follo plans for rep appreciation 5 6 Presentation gives complete information but does not explain the project well 3 Display incorporated I throughout t presentation p	w up includes techn lication, and replic and recognition lesso appr 7 8 Presentation covers information completely but does not flow well 4 Display used effectively throughout presentation	nology. Follow up includes cation plans, future efforts, ns learned, and eciation/recognition 9 10 Presentation covers all relevant information with a seamless and logical delivery 5 Presentation moves	
Organization/ Delivery	0 Presentation is not done or presented briefly and does not cover components of the project 0 Display not used during presentation 0 Voice qualities not use 0 Uses inappropriate ges	Presentation covers some topic elements 1 Display used to limit amount of speaking time d effectively Voice qua stures, Gestures, s, avoids eye and eye co	3 4 Presentation covers all topic elements but with minimal information 2 Display used minimally during presentation 1 lity is adequate Voice 1 posture, mannerisms	reports. Follo plans for rep appreciation 5 6 Presentation gives complete information but does not explain the project well 3 Display incorporated I throughout t presentation p	w up includes techn lication, and replic and recognition lesso appr 7 8 Presentation covers information completely but does not flow well 4 Display used effectively throughout oresentation d improve Voice qualit iannerisms, Gestur hing are eye com	hology. Follow up includes cation plans, future efforts, ns learned, and eciation/recognition 9 10 Presentation covers all relevant information with a seamless and logical delivery 5 Presentation moves seamlessly between oral presentation and display 3	
Organization/ Delivery 0 – 10 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	0 Presentation is not done or presented briefly and does not cover components of the project 0 Display not used during presentation 0 Voice qualities not use 0 Uses inappropriate ges posture or mannerism	Presentation covers some topic elements 1 Display used to limit amount of speaking time d effectively Voice qua stures, Gestures, s, avoids eye and eye co clothing clothing is grammatical Some (3-5	3 4 Presentation covers all topic elements but with minimal information 2 Display used minimally during presentation 1 lity is adequate Voice 1 posture, mannerisms ontact is inconsistent/ appropriate 1	reports. Follo plans for rep appreciation 5 6 Presentation gives complete information but does not explain the project well 3 Display incorporated 10 throughout t presentation p 2 equality is good, but coul 2 Gestures, posture, m eye contact, and clot	w up includes techn lication, and replic and recognition lesso appr 7 8 Presentation covers information completely but does not flow well 4 Display used effectively throughout oresentation d improve Voice qualit annerisms, Gestur hing are eye con enhance	nology. Follow up includes cation plans, future efforts, ns learned, and eciation/recognition 9 10 Presentation covers all relevant information with a seamless and logical delivery 5 Presentation moves seamlessly between oral presentation and display 3 y is outstanding and pleasing 3 es, posture, mannerisms, ntact, and clothing	

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

TOTAL

(90 points possible)

Evaluator #

Evaluator Initial

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





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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

### CHAPTER SERVICE PROJECT PORTFOLIO

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

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

### **Specifications**

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

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

# Chapter Service Project Portfolio Specifications (continued)

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

## Chapter Service Project Portfolio Specifications (continued)

#### **Oral Presentation**

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

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



### STAR Events Point Summary Form CHAPTER SERVICE PROJECT PORTFOLIO

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT			Points
Registration Packet	Picked up by adviser or de No <b>0</b>	esignated adult during scheduled time Yes <b>3</b>	
0 or 3 points			
Event Online	<b>0</b> Official documentation not provided	Z Official documentation provided at presentation	
Orientation Documentation	at presentation time or signed by	Official documentation provided at presentation time and signed by adviser	
0 or 2 points	adviser	time and signed by daviser	
Hardcopy Portfolio	0	1	
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 19 single-sided pages or 30 slides completed correctly,	
		including:	
		<ul> <li>1 project ID page or slide</li> </ul>	
		<ul> <li>1 table of contents page or slide</li> </ul>	
		• 1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		<ul> <li>Up to 5 content divider pages or slides</li> </ul>	
		• Up to 10 content pages or 20 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES	5	ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	'
RATING ACHIEVED (circl	le one) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99	
-	SCORE AND RATING (please initial)		
Evaluator 1 E	Evaluator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant	

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**CHAPTER SERVICE PROJECT PORTFOLIO** 

Rubric

Name of Participant \_\_\_\_

Chapter			State	Team #		Station	# Level	l
PORTFOLIO								Dointe
	_							Points
FCCLA	0	1	2	3		4	5	
Planning Process	Planning Process		Planning Process	All Planning Process			The Planning Process	
Summary Page 0–5 points	summary not provided		ps are presented	steps are summarize	0		is used to plan the	
0 5 points		are presented but	not summarized		utilized to p	olan project	project. Each step is	
							fully explained	
Portfolio	0	1	2	3		4	5	
Appearance	Not used during	Many errors and is Has	s minimal appeal	Needs some	Good wore	d, color and	Creative, appropriate	
0-5 points	presentation	not aesthetically		improvement in	design cho	vice	and of high quality	
		pleasing		content and design	Ū		• • •	
Addressed a	0	1		2	3		4	İ
Specific Need	No evidence shown	Limited needs identified	Project need	sare Proie	ect addresses a n	eed Researc	h methods were used to	
Identify Concerns					amily, school,		an urgent and significant	
0-4 points					-	,		
o + points			unclear or va	•	munity or Family		r school, community,	
				and	Consumer Scienc	•	r for Family and	
							er Sciences, gather data	
						and are	described in detail	
Target Audience	0		1	2			3	
Identify Concerns	No mention of the intended		n for intended	It is evident that the			ropriate for the specific	
0-3 points	audience	audience		designed for the inte	nded audience	attributes of t	he intended audience	ļ
Goals/Mission	0		1	2			3	
Set a Goal	Goals are missing	Goals are limited	l in scope	Goals and mission a	re explained		n relate to needs and	
0-3 points						rationale for	the project is evident	
Reflects FCCLA	0			1		2		
Purposes	Did not refer to a purpose	2	FCCLA Purposes a	re briefly mentioned	The link to	FCCLA Purpo	ses is explained in	
Set a Goal			-		detail			
0-2 points								
Family and	0		1	2			3	
Consumer Sciences	FCS not mentioned	Relationship of p	project to Family	The project relates	to Family and	Project is rela	ated to the national FCS	
Content and Skills		and Consumer S	ciences is not	Consumer Sciences	knowledge	standards. Pa	articipant members use	
Set a Goal		mentioned or va	gue	and skills	Ū	many differe	nt FCS skills in plans and	
0-3 points						action		
Project Scope	0		1	2			3	
Form a Plan	No evidence	Project is limited	in scope	Project may be simi	lar to other	Project involv	ved multiple partners,	
0-3 points		-		efforts or an annua	l event.	planning mee	etings, task descriptions	
•				Challenges and barr			nas a wide scope, uses	
				evaluated			and is unique. Barriers	
						07.	ed and resolved	
Project's	0	1		2				
Organization	Little organization is			2	3		4	
Form a Plan		Organization is difficult to	The plan is th	-	5	and is The p	4 roiect members	
	-	Organization is difficult to follow not concise not	•	horough, but The p	plan is thorough	•	4 project members ified standards, examined	
	evident	follow, not concise, not	could be orga	horough, but The panized more orga	5	e identi	ified standards, examined	
	-	•	could be orga efficiently to	horough, but The p anized more orga make	plan is thorough	e identi alterr	ified standards, examined native actions, considered	
0-4 points	-	follow, not concise, not	could be orga efficiently to communicati	horough, but The p anized more orga make ion with	plan is thorough	e identi alterr conse	ified standards, examined native actions, considered equences of various	
	-	follow, not concise, not	could be orga efficiently to	horough, but The p anized more orga make ion with	plan is thorough	e identi alterr conse alterr	ified standards, examined native actions, considered equences of various native, and selected	
0-4 points	evident	follow, not concise, not thorough	could be orga efficiently to communicati volunteers ef	norough, but The p anized more orga make ion with ffective	plan is thorough	e identi alterr conse alterr	ified standards, examined native actions, considered equences of various native, and selected otable alternatives	
0-4 points Cooperative	evident 0	follow, not concise, not thorough	could be orga efficiently to communicati volunteers ef	anized more orga make ion with ffective 2	olan is thorough a	e identi alterr conse alterr accep	ified standards, examined native actions, considered equences of various native, and selected otable alternatives 3	
0-4 points Cooperative Efforts/Partners	evident	follow, not concise, not thorough	could be orga efficiently to communicati volunteers ef	norough, but The p anized more orga make ion with ffective	olan is thorough a	e identi alterr conse alterr accep Extensive effo	ified standards, examined native actions, considered equences of various native, and selected otable alternatives 3 ort to involve partners.	
0-4 points Cooperative Efforts/Partners Form a Plan	evident 0	follow, not concise, not thorough	could be orga efficiently to communicati volunteers ef	anized more orga make ion with ffective 2	olan is thorough a	e identi alterr conse alterr accep Extensive effo Participant(s)	ified standards, examined native actions, considered equences of various native, and selected <u>stable alternatives</u> <b>3</b> ort to involve partners. ) were creative and	
0-4 points Cooperative Efforts/Partners Form a Plan	evident 0	follow, not concise, not thorough	could be orga efficiently to communicati volunteers ef	anized more orga make ion with ffective 2	olan is thorough a	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in	ified standards, examined native actions, considered equences of various native, and selected otable alternatives 3 ort to involve partners.	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points	evident 0 No evidence shown	follow, not concise, not thorough Cooperative effo	could be orga efficiently to communicati volunteers ef 1 prt is limited	norough, but The p anized more orga make ion with ffective 2 Partners are limited	olan is thorough a	e identi alterr conse alterr accep Extensive effo Participant(s)	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan	evident 0 No evidence shown 0	follow, not concise, not thorough Cooperative effo	could be orga efficiently to communicati volunteers ef 1 rt is limited 1	norough, but The p anized more orga make ion with ffective 2 Partners are limited 2	olan is thorough a nized in sequence	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. were creative and recruiting cooperative <b>3</b>	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan	evident 0 No evidence shown	follow, not concise, not thorough Cooperative effo The project worl	could be orga efficiently to communicati volunteers ef 1 rrt is limited 1 k plan of	norough, but The p anized more orga make ion with ffective 2 Partners are limited 2 Work plan has some	olan is thorough i nized in sequence I in scope e details and	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners Work plan is	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points	evident 0 No evidence shown 0 No work plan	follow, not concise, not thorough Cooperative effo The project worl	could be orga efficiently to communicati volunteers ef 1 rt is limited 1	norough, but The p anized more orga make ion with ffective 2 Partners are limited 2	olan is thorough i nized in sequence I in scope e details and	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative <b>3</b> explained in detail and	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline	evident 0 No evidence shown 0	follow, not concise, not thorough Cooperative effo The project worl	could be orga efficiently to communicati volunteers ef 1 rrt is limited 1 k plan of	anized more orga make ion with ffective Partners are limited Work plan has som evidence of plannin 2	olan is thorough a nized in sequence I in scope e details and g	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners Work plan is	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. were creative and recruiting cooperative <b>3</b>	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline Form a Plan	evident 0 No evidence shown 0 No work plan	follow, not concise, not thorough Cooperative effo The project worl	could be orga efficiently to communicati volunteers ef 1 rt is limited 1 k plan of as limited details 1	norough, but The p anized more orga make ion with ffective 2 Partners are limited 2 Work plan has some	olan is thorough a nized in sequence I in scope e details and g	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners Work plan is is extensive	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative <b>3</b> explained in detail and	
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0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline Form a Plan	evident 0 No evidence shown 0 No work plan 0	follow, not concise, not thorough Cooperative effo The project worl assigned tasks h	could be orga efficiently to communicati volunteers ef 1 rt is limited 1 k plan of as limited details 1	Partners are limited Work plan has some evidence of plannin 2 Timeline explained w	olan is thorough i nized in sequence l in scope e details and g rith some f assigned	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners Work plan is is extensive Timeline has	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative <b>3</b> explained in detail and <b>3</b> many steps and	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline	evident 0 No evidence shown 0 No work plan 0	follow, not concise, not thorough Cooperative effo The project worl assigned tasks h A limited timelin	could be orga efficiently to communicati volunteers ef 1 rt is limited 1 k plan of as limited details 1	norough, but The r anized more orga make ion with ffective 2 Partners are limited 2 Work plan has som evidence of plannin 2 Timeline explained w detail. A work plan o	olan is thorough i nized in sequence l in scope e details and g rith some f assigned	e identi alterr conse alterr accep Extensive effr Participant(s) thoughtful in partners Work plan is is extensive Timeline has	ified standards, examined native actions, considered equences of various native, and selected <u>atable alternatives</u> <b>3</b> ort to involve partners. ) were creative and recruiting cooperative <b>3</b> explained in detail and <b>3</b> many steps and	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline Form a Plan 0-3 points Activities/Tasks and	evident 0 No evidence shown 0 No work plan 0 No timeline 0	follow, not concise, not thorough Cooperative effo The project wor assigned tasks h A limited timelin	could be org; efficiently to communicati volunteers eff nt is limited 1 rt is limited 1 k plan of as limited details 1 e is explained 1	norough, but The r anized more orga make ion with ffective 2 Partners are limited 2 Work plan has some evidence of plannin 2 Timeline explained w detail. A work plan o tasks has limited det. 2	olan is thorough i nized in sequence l in scope e details and g vith some f assigned ails	e identi alterr conse alterr accep Extensive effe Participant(s) thoughtful in partners Work plan is is extensive Timeline has processes, ta	ified standards, examined native actions, considered equences of various native, and selected ntable alternatives 3 ort to involve partners. were creative and recruiting cooperative 3 explained in detail and 3 many steps and sks are explained 3	
0-4 points Cooperative Efforts/Partners Form a Plan 0-3 points Work Plan Form a Plan 0-3 points Timeline Form a Plan 0-3 points	evident 0 No evidence shown 0 No work plan 0 No timeline 0	follow, not concise, not thorough Cooperative effo The project worl assigned tasks h A limited timelin	could be org; efficiently to communicati volunteers eff nt is limited 1 rt is limited 1 k plan of as limited details 1 e is explained 1 e sare limited	Anorough, but The p anized more orga make ion with ffective 2 Partners are limited 2 Work plan has som evidence of plannin 2 Timeline explained w detail. A work plan o tasks has limited det	olan is thorough i nized in sequence I in scope e details and g vith some f assigned ails t members and	e identi alterr conse alterr accep Extensive effe Participant(s) thoughtful in partners Work plan is is extensive Timeline has processes, ta	ified standards, examined native actions, considered equences of various native, and selected ntable alternatives 3 ort to involve partners. were creative and recruiting cooperative 3 explained in detail and 3 many steps and sks are explained 3	

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# Chapter Service Project Portfolio Rubric (continued)

Pudgot	0		1	2	3	Points
<b>Budget</b> Form a Plan 0-3 points	No budget provided	Budget is e	L evident	Budget reflects the project's goals	Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project	
Increase	0		1	2	3	
Awareness Public Relations Form a Plan 0-3 points	No activities shown	increases a	evident the project wareness of FCCLA and Consumer Sciences	Multiple strategies for media, outreach and publicity are ev		
Project Impact	0		1	2	3	
Act 0-3 points	Impact missing		community or embers is explained in /ay	Impact of project is shown a evident in a variety of meth data, statistics, surveys and information		
Youth Involved and	0			1	2	
Volunteer Recruitment Act 0-2 points	Project is not youth led. V recruited	olunteers were not	Project is youth-led and	bi	roject is youth-led. Volunteers were recruited eyond chapter membership with people not sually invited to participate (older persons, ultural diversity, persons with special needs)	
Uniqueness	0			1	2	
Act	Project is not unique		Project has been done	previously or is a project Pi	roject is unique in its approach to solve a	
0-2 points			designed to a similar ef	fort p	roblem or meet a need	
Evaluation Follow Up 0-4 points	<b>0</b> No evidence of follow up	1 Limited evidence o up and evaluation	f follow Evaluation is strategies ar follow up	surveys, pre a reports. Follov plans for repli	erviews, strategies, interviews, surveys, nd post tests, pre and post tests, reports and v up includes used technology. Follow up	
ORAL PRESENTA	TION					
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	complete information info but does not explain com	78910sentation coversPresentation covers all relevant information with a seamless and logical delivery	
Use of Portfolio	0	1	2	3	4 5	
during Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated Portfol throughout effectiv presentation presen	vely throughout seamlessly between oral	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used	effectively Voice qua	1 lity is adequate Voice	2 quality is good, but could impr	<b>3</b> rove Voice quality is outstanding and pleasing	
	0		1	2	<b>3</b> isms, Gestures, posture, mannerisms,	
Clothing Choice	Uses inappropriate gest posture or mannerisms, contact/inappropriate c	avoids eye and eye co	posture, mannerisms ontact is inconsistent/ appropriate	Gestures, posture, manner eye contact, and clothing a appropriate		
Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms,	avoids eye and eye co	ontact is inconsistent/	eye contact, and clothing a	re eye contact, and clothing	
Clothing Choice 0-3 points Grammar/Word Usage/ Pronunciation	Uses inappropriate gest posture or mannerisms,	avoids eye and eye co lothing clothing is rammatical Some (3-5	ontact is inconsistent/	eye contact, and clothing a appropriate	re eye contact, and clothing enhance presentation 3	
Body Language/ Clothing Choice 0-3 points Grammar/Word Usage/ Pronunciation 0-3 points Responses to Evaluators'	Uses inappropriate gest posture or mannerisms, contact/inappropriate c 0 Extensive (more than 5) g	avoids eye and eye co lothing clothing is rammatical Some (3-5	ontact is inconsistent/ appropriate 1 ) grammatical and	eye contact, and clothing a appropriate <b>2</b> Few (1-2) grammatical and	re eye contact, and clothing enhance presentation <b>3</b> Presentation has no grammatical	

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

**TOTAL** (90 points possible)



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



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

#### **EVENT LEVEL**

Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

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

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



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



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

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

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

### **CULINARY ARTS**

### Procedures and Time Requirements for National Competition

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

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

20 minutes	Uniform and equipment inventory check. Time management plan returned at the end of equipment check.
	Identical food items will be available to each participant. No other food products, garnishes, or condiments may be
20 minutes	brought to the event. Participants will have 20 minutes to organize work area, obtain supplies, and adapt the time
20 minutes	management plan, if required. Examples of allowable activities include placing equipment, verifying oven
	temperatures, measuring products, and clean/wash products. No products may be cut, peeled, sliced, etc.
60 minutes	Participants will have 60 minutes to prepare required food products according to recipe specifications.
10 minutes	After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature.
15 minutes	Participants will have 15 minutes to clean up their workstations and return unused food to the central station.
	Evaluators will use the rubric to score and write comments for each participant throughout the session by observing
E minutos	their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste,
5 minutes	and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for
	improvement.

### Specifications

#### Testing

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

#### **Uniform and Appearance**

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

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

#### Safety and Sanitation

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

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

#### **Food Production**

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

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

#### **Food Taste and Presentation**

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

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



### STAR Events Point Summary Form CULINARY ARTS

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	IECK				Points
<b>Registration Packet</b>	Picked up by adviser or designated adult during scheduled time				
0 or 3 points	No <b>0</b>		Ye	es <b>3</b>	
Event Online	0			2	
Orientation	Official documentation	•		cumentation provided at	
Documentation	presentation time or signed by adviser presentation		on time and signed by adviser		
0 or 2 points		0 1			
Proof of Project Summary Form Submission	Not presented to Room		Procented t	1 to Room Consultant at	
0 or 1 point	participation time		participatio		
Uniform and Appearance	1	2	purticipatio	3	+
1 to 3 points	Unprofessional	Unprofessional appe	arance or	Professional attire worn:	
1 to 5 points	uniform/attire or	attire as marked belo		hair/beard restraints	
	includes	hair/beard restrair		kitchen shoes	
	graphics/logo not	kitchen shoes not		no visible jewelry	
	permitted in event	Jewelry uncovered		personal grooming meets	
		personal grooming meet guidelines	g does not	guidelines	
Time Schedule	0	-		1	
0-1 point	Not included or incom		Time sched	lule included and complete for all	
			products		
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials			<ul> <li>(90 points possible)</li> </ul>	·
Total Score	divided by number of e	evaluators		FINAL SCORE	
	= AVERAGE EVALUATOR SCORE (Average Evaluator Score plus				
	Rounded only to the near	est hundredth (i.e. 79.99 i	not 80.00)	Room Consultant Total)	
RATING ACHIEVED (circle of VERIFICATION OF FINAL SC			<b>Bronze:</b> 1-69	9.99	
Evaluator 1 Eval	uator 2 Evaluato	or 3 Adult Roo	m Consultant_	Event Lead Consultant	



# CULINARY ARTS

Rubric

Name of Participant

Chapter		State	Team #	Station # Level_	
SAFETY AND SAN	ITATION				Poin
<b>Safety</b> D–5 points	0 Station is disorganized, safety is disregarded	1 2 Station is lacking neatness and organization, questionable knife and small equipment safety	<b>3 4</b> Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	5 Station is very neat and organized, all knives and small equipment are handled safely and properly	
<b>anitation</b> –5 points	0 Disregards safety and created unsafe and unsanitary conditions	1 2 Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	3 4 Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	5 Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing	
	TION	Ū	U		
Equipment, Tools & Techniques 0 – 10 points	0 Selection and usage of tools/equipment lacks understanding and demonstration of skills	1 2 3 4 Selection and usage of tools/equipment demonstrate some industry techniques	5 6 7 Selection and usage of tools/equipment demonstrates most industry techniques	8 9 10 Selects and uses all tools/equipment correctly and safely following industry techniques	
<b>Mise en Place</b> 0-5 points	0 Mise en place is poorly executed and displays unacceptable organizational skills	1 Mise en place is fairly organized and displays marginal organizational skills	2 3 Mise en place is organized and displays sufficient organizational skills	4 5 Mise en place is well executed and displays excellent organizational skills	
<b>Jse of Products</b> ) – 5 points	0 Excess amount of products are prepared and used in each preparation. Useable by- products are not incorporated in the recipes or returned to safe storage	1 2 Uncalculated amounts of product are prepared and used in each preparation. Usable by-products are not incorporated properly into the recipes or returned to safe storage	<b>3 4</b> Proper amount of product is prepared and used in most preparations. Some usable by- products are incorporated properly into the recipes or returned to safe storage	5 Proper amount of product is prepared and used in each preparation. Usable by-products are incorporated properly into the recipes or returned to safe storage	
FOOD ITEM #1	5101050	54.10 5001480		5101450	
Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non- functioning garnish	4 5 Clean plate, appropriate portion size. No evidence of non- functional garnishing. Visually appealing	
Taste, Texture & Seasoning 0-5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	<b>3 4</b> Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another	
Cooking Methods & Technique 0-10 points	0 Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	1 2 3 4 Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	5 6 7 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	8 9 10 Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required	

## Culinary Arts Rubric (continued)

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

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



(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial



## STAR Events Point Summary Form CULINARY ARTS

For use with 3 production and 2 tasting evaluators

Name o	f Partici	pant
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	_			
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	ECK				Points
Registration Packet	Picked u	p by adviser or designa	ted adult dur	ing scheduled time	
0 or 3 points	No <b>0</b>		Ye		
Event Online	0			2	
Orientation	Official documentation	•		umentation provided at	
Documentation	presentation time or si	igned by adviser	presentatio	on time and signed by adviser	
0 or 2 points	0	1		1	[
Proof of Project Summary Form Submission	Not presented to Room	n Consultant at	Presented t	to Room Consultant at	
0 or 1 point	participation time		participatio		
Time Schedule	0			1	
0-1 point	Not included o	or incomplete	Time sched	lule included and complete for all products	
Uniform and Appearance	1	2		3	
1 to 3 points	Unprofessional	Unprofessional appe		Professional attire:	
	uniform/attire or	attire as marked belo		hair/beard restraints	
	includes graphics/logo not	hair/beard restrain kitchen shoes not	-	kitchen shoes no visible jewelry	
	permitted in event	Jewelry uncovered		personal grooming meets	
		personal grooming		guidelines	
		meet guidelines	-		
PRODUCTION SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials			AVERAGE PRODUCTION SCORE	
Evaluator 3	Initials			(60 points possible)	•
Total Score	divided by number of e	evaluators		AVERAGE PLATING SCORE	
	= AVERAGE PRODUCT	ION SCORE	/	(30 points possible)	
PLATING SCORES					
Evaluator 4	Initials			FINAL SCORE	
Evaluator 5	Initials			(Average Evaluator Score plus	
Total Score	divided by number of e	evaluators		Room Consultant Total)	•
	= AVERAGE PLATING S				
Scores rounded only to the nea	•				
RATING ACHIEVED (circle or	•		Bronze: 1-69	.99	
VERIFICATION OF FINAL SCO Evaluator 1 Evaluator 2	DRE AND RATING (please Evaluator 3 Evalu		Adult Ro	om Consultant Event Lead Consu	ltant



## CULINARY ARTS Production Rubric

For use with 3 production and 2 tasting evaluators

Name of Participant \_\_\_\_

Chapter			State	Team #	Station #	Level
SAFETY AND SANI	ΤΑΤΙΟΝ					Point
		1 2		~ ^	-	Point
<b>Safety</b> 0–5 points	safety is disregarded c	1 2 itation is lacking neatness and organization, questionable knife and small equipment safety	Station is neat and	most small equipment	5 Station is very neat and orgat all knives and small equipme handled safely and properly	
Sanitation	0	1 2		3 4	5	
)–5 points	created unsafe and pushed unsanitary conditions c	ihows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent nand washing	sanitation pract surfaces are cl	ollows most safety and ices, food contact eaned and sanitized ccasional hand washing	Follows all safety and sanitatio practices, food contact surfac cleaned and sanitized freque frequent hand washing	es are
FOOD PRODUC	TION					
Equipment, Tools &	0	1 2 3	4	567	8 9 10	
<b>Techniques</b> 0 – 10 points	Selection and usage of tools/equipment lacks understanding and demonstration of skills	Selection and usage of tools/equipment demo some industry techniqu	onstrate tools/	ion and usage of equipment demonstrates ndustry techniques	Selects and uses all tools/equipment correct safely following industry techniques	
Mise en Place	0	1		2 3	4 5	
0-5 points	Mise en place is poorly exe and displays unacceptable organizational skills		ys display	n place is organized and ys sufficient zational skills	Mise en place is well exe and displays excellent organizational skills	ecuted
Use of Products	0	1 2	-	3 4	5	
0 – 5 points	Excess amount of products a prepared and used in each preparation. Useable by- products are not incorporat the recipes or returned to sa storage	are prepared and used in preparation. Usable by-p ed in are not incorporated pro	n each prepar products prepar pperly produc ned to proper	amount of product is ed and used in most ations. Some usable by- ts are incorporated ly into the recipes or ed to safe storage	Proper amount of produc prepared and used in eacl preparation. Usable by-pr are incorporated properly the recipes or returned to storage	h roducts r into
FOOD ITEM #1	5	5		0	0	
Cooking Methods &	0	1 2 2	4	567	8 0 10	
Technique 0-10 points	Improper cooking methods techniques used. Food serv unsafe temperatures. All sauces/dressings are served incorrect temperature or consistency. Maillard reacti poorly executed, if required	ed at techniques used to prod food. Some food served unsafe or improper temperature. Most on is sauces/dressings are ser	ods and Proper luce techni at an quality at a sa Most s rved at at the re and consist action is mostly	cooking methods and ques mostly used to produ food. Most food is served fe and proper temperature auces/dressings are serve correct temperature and tency. Maillard reaction is properly executed, if	quality food. Served at s e. proper temperatures. A	luce afe and II vved at and action
FOOD ITEM #2						
Cooking Methods & Technique 0-10 points	0 Improper cooking methods techniques used. Food serv unsafe temperatures. All sauces/dressings are served incorrect temperature or consistency. Maillard reacti poorly executed, if required	and Improper cooking metho ed at techniques used to prod food. Some food served d at unsafe or improper temperature. Most on is sauces/dressings are ser	luce techni at an quality at a sa Most s ved at at he re and consist action is mostly	5 6 7 cooking methods and ques mostly used to produ food. Most food is served fe and proper temperature auces/dressings are serve correct temperature and tency. Maillard reaction is properly executed, if	quality food. Served at s proper temperatures. A	luce afe and II rved at e and action

#### FOOD ITEM #3 Cooking Methods &

Technique 0-10 points

#### 0 Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required

# 1234Improper cooking methods and<br/>techniques used to produce<br/>food. Some food served at an<br/>unsafe or improper<br/>temperature. Most<br/>sauces/dressings are served at<br/>the incorrect temperature and<br/>consistency. Maillard reaction is<br/>improperly executed, if required

#### 5 6 7 Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if

required

#### 8 9 10

Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required

TOTAL

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

(60 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



## **CULINARY ARTS** Plating, Presentation and Tasting Rubric For use with 3 production and 2 tasting evaluators

Name of Participant

Chapter		State	Team #	Station # Level
FOOD ITEM #1 Plating and	0	1	2 3	4 5
Presentation 0-5 points	Items are visually unappealing. Use of non-functional garnish	Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	Slightly over or under portion size. Proper size plate with some smudges. No evidence of non- functioning garnish	Clean plate, appropriate portion size. No evidence of non- functional garnishing. Visually appealing
Taste, Texture &	0	1 2	3 4	5
Seasoning 0-5 points	Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
FOOD ITEM #2				
Plating and Presentation 0-5 points	0 Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non- functioning garnish	4 5 Clean plate, appropriate portion size. No evidence of non- functional garnishing. Visually appealing
Taste, Texture &	0	1 2	3 4	5
Seasoning 0-5 points	Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another
FOOD ITEM #3	3			
Plating and Presentation 0-5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	1 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	2 3 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non- functioning garnish	<b>4 5</b> Clean plate, appropriate portion size. No evidence of non- functional garnishing. Visually appealing
Taste, Texture &	0	1 2	3 4	5
Seasoning 0-5 points	Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another

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

TOTAL

(30 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



# CULINARY ARTS

## Time Management Plan

\_\_\_\_\_

Name of Member

State \_\_\_\_\_

Time	Activity	Food Item/Equipment Needed

# Culinary Arts Time Management Plan (continued)





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

2021-2022 Topic: Weight and Volume Measurements and Conversions



#### **EVENT LEVELS**

Level 3: grades 11–12 Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

department of education. Students enrolled in general food and nutrition courses not preparing them for a career or employment in culinary arts are not eligible.

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

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

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

## **CULINARY MATH MANAGEMENT**

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

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

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

## Specifications

#### Test

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

#### **File Folder**

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

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

#### **Case Study**

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

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

#### **Oral Presentation**

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



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

#### Visuals/Props

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

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



## **CULINARY MATH MANAGEMENT**

**STAR Events Point Summary Form** 

Chapter	State	Team #	Station #	level
	51010			

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

ROOM CONSULTAN	NT CHECK				Points	
Registration Packet 0 or 3 points	No <b>0</b>	) by adviser or de	esignated adult			
Event Online Orientation Documentation 0 or 2 points		Official documentation not provided at presentation time or signed by		<b>2</b> Official documentation provided at presentation time and signed by adviser		
Testing Score 0-20 points	Participant 2 Participant 3	Participant 1 Participant 2 Participant 3		Total Team Score divided by # of participants on team = Average Team Score (20 points possible)		
File Folder 0–4 points	0 No File Folder presented	No File Folder File Folder pre		esented with File Folder is presented with correct labeling and sufficient evaluator materials • 1 Project ID Page		
Punctuality 0–1 point	<b>0</b> Participant was late for	presentation	Participant w	1 vas on time for presentation		
EVALUATORS' SCO	RES			ROOM CONSULTANT TOTAL		
Evaluator 1	Initials			(30 points possible)		
Evaluator 2				AVERAGE EVALUATOR SCORE		
Evaluator 3	Initials			<ul> <li>(70 points possible)</li> </ul>	•	
Total Score	divided by number of e	valuators		FINAL SCORE		
	= AVERAGE EVALUATO — Rounded only to the near		79.99 not 80.00)	(Average Evaluator Score plus Room Consultant Total)		
RATING ACHIEVED (c VERIFICATION OF FIN	ircle one) <b>Gold:</b> 90-100 I <b>AL SCORE AND RATING</b> (please	<b>Silver:</b> 70-89.99 initial)	Bronze: 3	1-69.99		
Evaluator 1	Evaluator 2 Evaluato	r 3 Adu	ult Room Consult	ant Event Lead Consultant		



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

## **CULINARY MATH MANAGEMENT**

Rubric

Chapter			State	Team #	Stat	ion # Level	
FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan projec		
Norks Cited/ Bibliography )–3 points	0 No resources listed		1 are incomplete, not not reliable for project	2 Reliable resources but in style (see style sheet)	reliable	<b>3</b> ste list of current and resources, in MLA or APA <i>ee style sheet)</i>	
ORAL PRESENT	ATION						
Organization/ Delivery 0 – 5 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 Presentation covers some topic elements	2 Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	4 Presentation covers information completely but does not flow well	5 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subjec matter is evident and shared at times in th presentation	5 t Knowledge of subject d matter is evident and	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not use effectively	d Voice qua	1 lity is adequate	<b>2</b> Voice quality is good, b improve	ut could Voice of pleasing	3 quality is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye c	1 posture, mannerisms ontact is inconsistent/ appropriate	2 Gestures, posture, man eye contact, and clothin appropriate	nerisms, Gestur ng are eye col	3 es, posture, mannerisms, ntact, and clothing ce presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pront errors		<b>1</b> i) grammatical and tion errors	<b>2</b> Few (1-2) grammatical pronunciation errors		3 tation has no grammatical nunciation errors	
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluat questions	ors' Unable to questions	1 answer some	2 Responded adequately questions		<b>3</b> nses to questions were vriate and given without ion	
VISUALS							
Effectively Illustrate Content 0-5 points	<b>0</b> Visuals not provided	Visuals are the preser	1 2 e weak in supporting ntation	3 4 Visuals support the pre but do not complement content		5 support and complement esentation	
Use of Visuals during Presentation 0-5 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	2 Visuals used minimally during presentation	<b>3</b> Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals	

## Culinary Math Management Rubric (continued)

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

### **Evaluator's Comments:**

(70 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial

TOTAL





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

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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

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

## **DIGITAL STORIES FOR CHANGE**

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

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



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

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

## Entry Submission for Preliminary Round Competition

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

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

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

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

## Specifications

#### Website

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

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

## Digital Stories for Change Specifications (continued)

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

### **Digital Story/Video**

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

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

## For National Leadership Conference Participants ONLY Oral Presentation

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

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



DIGITAL STORIES FOR CHANGE—Preliminary Round

Rubric

Name of Participant

Chapter\_\_\_

\_\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_ Station #\_\_\_\_\_ Level\_\_\_\_\_

Project	NT – DOCUMENTAT	0			4		Points	
dentification Page or 4 points	Project Identification includes incorrect inf	Page is missing, is not comportation	-	Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title				
ECCLA Planning Process Summary Page D–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained		
Evidence of Online Project Summary Submission D or 1 point		<b>0</b> Not provided		Signed proof of su	1 ubmission from the onlin	e form is included		
Project Summary D-15 points	0 Not provided	<b>1 2 3</b> Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	4 5 6 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	7 8 9 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	10 11 12 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	13 14 15 Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format		
Documentation )–5 points	0 None provided	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete list in a consistent format			
DIGITAL STORY/V	/IDEO							
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for the presentation or does not include FCCLA emblem	2 Introduction not effective in capturing attention, may not include the FCCLA emblem	<b>3</b> Somewhat creative/attention getting, includes the FCCLA emblem	<b>4</b> Creative introduction, includes the FCCLA emblem	5 Introduction captured attention immediately, includes the FCCLA emblem		
Purpose and Focus D-5 points	0 Not included	1 Purpose, focus, and point of view is difficult to figure out	<b>2</b> Purpose, focus, and point of view is inconsistent	<b>3</b> Purpose, focus, and point of view is established but is not maintained throughout the presentation	4 Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	5 Purpose, focus and point of view is clear and maintained throughout the presentation		
Subject Knowledge D-10 points	0 Did not mention	1 2 Minimal evidence of knowledge	3 4 Some evidence of knowledge	5 6 Evidence of knowledge, but not used effectively in the presentation	7 8 Evidence of knowledge. Presentation is enhanced by participant's knowledge	9 10 Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern		

Creativity and Design 0-5 points	Color, design and/or eff over used or so minima distract from the purpo focus	I they effects are	inconsistent effec se and focus nor d	3 ; design, and/or ts neither enhance letract from the entation	4 Good use of color, design and/or effects to support the presentation		
Technical Quality Sound 0-5 points	No sound or music was used in the project	Sound quality is poor (crackling, volume issues)	Sound quality is inconsistent	-	is Sound quality is bughout good througho ither	s Sound quality	
Fechnical Quality mages or Video )—5 points	0 Images or video was used without appropriate copyright permission	1 Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	2 Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	3 Images/video quality is inconsistent—no use of copyrighted images or video	4 Images/video quality is good throughout—no use of copyrighted images or video	5 Images/video quality is excellent—high resolution, no distortion no use of copyrighted images or video	1,
Fechnical Quality ∶diting →5 points	0 Not evident	1 Editing produces a product difficult to watch or follow	2 Inconsistent editing with under/over use of transitions and effects	<b>3</b> Editing generally supports the presentation, neither enhances nor detracts from the presentation	4 Good editing and overall production to support the presentation	5 Excellent editing and production with smooth and effective transition: Use of effects supports the presentation	
<b>icensing</b> ) or 5 points	The video	0 was not licensed by the	participant	A Creative Commor video	5 Is license or copyright stat	ement is included in the	
Communication— Graphics/Images D–5 points	0 No images or graphics were used	1 Images are not relevant to the project	2 Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	3 Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	video match most of the storyline, and communicate symbolisms or metaphors. Images	5 Graphics, images, or vide creates emotion to matcl storyline, and communicate symbolism or metaphors. Images we coordinated with music, sound, or narrative	1
Communication — Text D–5 points	0 No text was used	1 There are so many errors in word or text that it detracts from the project	2 Word or text does not enhance the project and contains errors	<b>3</b> Word or text choices are appropriate but contain errors	are good and support	5 Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound )—5 points	0 No music or sound	1 Music or sound is not relevant to the project, or is distracting	2 Music/sound is relevant but not coordinated with images	3 Music/sound neither enhances nor detracts from the project	4 Enriches the project, creates interest, and is mostly coordinated with images	5 Significantly enriches th project, creates appropriate mood/tone and coordinated with images	
<b>Varration</b> )–5 points	0 Not included	1 Is not relevant, does not match the storyline	2 Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	<b>3</b> Scripting relies on too many facts, quotes, or other non-original elements. Voice quality diction, fluency and flow is average	4 Follows an original script, includes participant(s). Voice , quality, diction, fluency, v and flow is good	5 Follows an original script, includes participant(s). Voice quality, diction, fluency and flow is excellent	,
i <b>nding</b> ⊢5 points	0 Ending is abrupt, weak, or video simply stops	1 2 Ending is somewhat dev does not provide closur		3 Ending brings closure, engage the audience ir thinking or action towa	reflective	5 Ending brings closure and engages the audience in reflective thinking or action toward change	

## well and two opportunities for improvement:

(100 points possible)



## DIGITAL STORIES FOR CHANGE National Leadership Conference

STAR Events Point Summary Form

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH	IECK		Points
<b>Registration Packet</b>		esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(6 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(129 points possible)	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)	Room Consultant Total)	'
		FINAL SCORE divided by 135 possible points = RATING SCORE PERCENTAGE	
RATING ACHIEVED (circle c VERIFICATION OF FINAL SC	one) Gold: 90-100 Silver: 70-89.99 CORE AND RATING (please initial)	Bronze: 1-69.99	
Evaluator 1 Eval	uator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant	



## DIGITAL STORIES FOR CHANGE National Leadership Conference

Rubric

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

Chapter			State	Team #	Statio	n # Level	
WEBSITE C <u>ONTEN</u>	NT – DOCUMENTA	TION					Points
Project dentification Page ) or 4 points		<b>0</b> on Page is missing, is not com		t Identification Page is pre , school, city, state, event r		nts' names, chapter	
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission O or 1 point		0 Not provided		Signed proof of s	1 ubmission from the onlir	ne form is included	
Project Summary 0-15 points	0 Not provided	<b>1 2 3</b> Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	4 5 6 Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	7 8 9 Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	10 11 12 Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	<b>13 14 15</b> Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
<b>Documentation</b> D–5 points	<b>0</b> None provided	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent format	3 Copyright statements and permissions are included for most sources but in inconsistent format	4 Copyright statements and permissions are included for all sources. Complete lisi in a consistent formal	copyright statements with permissions t granted are included	
DIGITAL STORY/V	/IDEO						
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for the presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	4 Creative introduction	5 Introduction captured attention immediately. Includes the FCCLA emblem	
Purpose and Focus	0	1	2	3	4	5	
0-5 points	Not included	Purpose, focus, and point of view is difficult to figure out	Purpose, focus, and point of view is inconsistent	Purpose, focus, and point of view is established but is not maintained throughout the presentation	Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	Purpose, focus and point of view is clear and maintained throughout the presentation	
Subject Knowledge 0-5 points	0 Did not mention		used eff	<b>3</b> e of Evidence dge, but not Presenta	4 e of knowledge. Evid tion is enhanced know ipant's knowledge pres data supp	5 ence of thorough wledge. Effective entation of current and information to oort viewpoints and es of concern	
Creativity and Design 0-5 points	0 Color, design and/o effects are over use minimal they distra the purpose and for	d or so effects are inconsi ct from with purpose and	/or Color, design stent effects neith	her enhance and/or entry and	4 ee of color, design Ex effects to support us eentation ef to	5 ccellent and appropriate se of color, design, fects, and original ideas support the resentation	

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# Digital Stories for Change Rubric (continued)

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

## Digital Stories for Change Rubric (continued)

ORAL PRESENTAT	ION						Point
Drganization/	0	12	3 4	56	78	9 10	
<b>Delivery</b> ) – 10 points	Presentation is not done or speaks briefly and does not	Presentation cov some topic elements	ers Presentation covers all topic elements but with minimal	Presentation gives complete information but	Presentation cove information completely but do	relevant information with	
	cover components of the project	clements	information	does not explain the project well		delivery	
nowledge of	0	1	2	3	4	5	
<b>ubject Matter</b> 1-5 points	Little or no evidence of knowledge	Minimal evidence knowledge	e of Some evidence of knowledge	Knowledge of subject matter is	Knowledge of subject matter is	Knowledge of subject matter is evident and	
	U U	Ū	Ū	evident but not effectively used in	evident and share at times in the	d incorporated throughout the presentation	
				presentation	presentation		
Relationship of Family and Consumer Sciences Coursework and Standards	<b>0</b> Not included	1 Minimal evidence FCS coursework relationship	2 Some knowledge of relationship to FCS coursework	3 Knowledge of FCS coursework but not shared	<b>4</b> Knowledge of relationship to FCS is evident and	5 Knowledge of FCS 5 relationship is evident and explained well	
)-5 points					shared		
/oice – pitch,	0		1	2		3	
<b>empo, volume</b> )-3 points	Voice qualities not us effectively	ed Vo	ce quality is adequate	Voice quality is goo improve		/oice quality is outstanding and leasing	
Body Language/	0		1	2		3	
Clothing Choice D-3 points	Uses inappropriate ge posture or mannerisn eye contact/inapprop clothing	ns, avoids and	stures, posture, mannerisms d eye contact is inconsistent/ thing is appropriate	Gestures, posture, eye contact, and cl appropriate	lothing are e	Sestures, posture, mannerisms, eye contact, and clothing enhance rresentation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation D-3 points	Extensive (more than grammatical and pror errors		ne (3-5) grammatical and onunciation errors	Few (1-2) gramma pronunciation erro		Presentation has no grammatical or pronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answe	r Responded to all	Responded	Gave appropriate	Responses to questions	1
<b>Questions</b> )-5 points	evaluators' questions	some questions	questions but without ease or	adequately to all questions	responses to evaluators'	were appropriate and given without hesitation	

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

**LEVEL II TOTAL** (129 points possible)



Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial





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

2021–2022 Theme: "The Alphabet and Numbers"



#### EVENT LEVEL

Level 3: grades 11–12

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

program, as determined by their state department of education. Students enrolled in general child or human development courses not preparing them for careers or employment in early childhood education are not eligible.

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

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

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

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

## EARLY CHILDHOOD EDUCATION

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

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

## Specifications

## Hardcopy Portfolio

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

## **Electronic Portfolio**

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

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

## Early Childhood Education Specifications (continued)

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

#### **Activity Plan and Presentation**

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

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

#### **Presentation Skills**

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

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

#### **Resource Container**

The resource container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than  $17 \frac{1}{2}$ " wide x  $14 \frac{1}{2}$ " deep x  $11 \frac{1}{2}$ " high. A decorative and/or informative cover may be included. Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc. Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. Participant may not access Internet resources during planning time.

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



## EARLY CHILDHOOD EDUCATION

STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

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

	IECK		Points				
Registration Packet Picked up by adviser or designated adult during scheduled time							
0 or 3 points	No <b>0</b>	Yes <b>3</b>					
Event Online	0	2					
Orientation	Official documentation not provided	Official documentation provided at presentation					
Documentation	at presentation time or signed by	time and signed by adviser					
0 or 2 points	adviser						
Hardcopy Portfolio	0	1 Discharie the efficiel SCOLA binder					
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder	Binder is the official FCCLA binder 1					
0–1 point	Electronic Portfolio not in viewable	■ Electronic Portfolio in viewable format to the					
o i point	format to the evaluators	evaluators					
Portfolio Pages	0	1 2 3					
0–3 points	Portfolio exceeds the page limit,	2 or more errors 1 error no errors					
	Resource Container exceeds the size	Portfolio contains no more than 38 single-sided					
	limit, or is not in a sturdy container	pages or 49 slides completed correctly,					
	with a lid	including:					
		<ul> <li>1 project ID page or slide</li> </ul>					
		<ul> <li>1 table of contents page or slide</li> </ul>					
		• 1 Planning Process summary page or 2 slides					
		<ul> <li>Project Summary Submission Proof</li> </ul>					
		<ul> <li>Up to 4 content divider pages or slides</li> </ul>					
		Up to 30 content pages or 40 content slides					
Punctuality	0	1					
0–1 point	Participant was late for presentation	Participant was on time for presentation					
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL					
Evaluator 1	Initials	(10 points possible)					
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE					
Evaluator 3	Initials	(90 points possible)	·				
Total Score	divided by number of evaluators	FINAL SCORE					
	divided by number of evaluators = AVERAGE EVALUATOR SCORE	FINAL SCORE (Average Evaluator Score plus					
		(Average Evaluator Score plus					
	<b>= AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e.	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)	·				
Total Score  RATING ACHIEVED (circle o	<b>= AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e.	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)					



## EARLY CHILDHOOD EDUCATION

Rubric

Name of Participant \_\_\_\_

Chapter			S	tate Te	eam # St	tation # Level	
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	FOILTS
Planning Process Summary Page 0–5 points	Planning Process summary not	Inadequate steps in the Planning Process are presented	All Planning Proc steps are presen not summarized	ted but Process step	Evidence that the os are Planning Process	The Planning Process is used to plan the	
Documentation of Coursework 0–4 points	0 Portfolio does not hav documentation of coursework that is in t pathway, career cluste or occupation for Early Childhood Education	documentation he coursework and er experience	of limited docu adeo cour	2 tolio shows quality umentation of an quate amount of rsework and erience	3 Portfolio shows quality documentation of superb coursework and experience	4 Portfolio shows excellent documentation of superb coursework and experience	
Lesson Plans 0–10 points	0 Lesson plans are missing	1 2 Lesson plans are from one early childhood concept	3 4 Lesson plans indicate an understanding multiple childh development concepts	Lesson plans complete, in g of knowledge c	dicate complete with f multiple evidence tal ages the understandir and are ages and stages	interesting and e of creative lesson plans ng of show a depth of and understanding and an	
Evidence	0	1		2	3	4	
of Skills 0–4 points	Portfolio does not hav evidence of skills	e Portfolio has lim evidence of skill	s thro	lence is shown ough multiple eties	Evidence of skills is incredibly apparent through portfolio	Portfolio has high quality evidence of superb skills	
Evidence of	0	1		2	3	4	
Developmenta I Knowledge 0–4 points	Portfolio does not have evidence of developmental knowle	evidence of	of de nowledge know	folio shows evidence evelopmental vledge but it is ewhat unclear in its at	Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format	
ACTIVITY							
Activity Planning Form: Learning Objective and Instructional Strategies/Rationale 0–8 points	<b>0</b> No written plan	1 A written plan is scope	these	3 4 ten plan has one of e explained well: an ctive and rationale	5 6 A written plan is evident with learning objective and rationale that is well thought out	7 8 Objective and rationale are well written and thought out. Outcomes are measurable	
Activity Planning	0	1 2		3 4	56	7 8	
Form: Setting, Materials, Activity 0-8 points	Not evident	Settings, materi activity are all e	kplained activ plan	ings, materials and vities are well med and detailed in cription	Setting, materials, and activities are well planned with creativity and appropriateness for age level	Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity	
Activity Planning Form: Modification and Assessment 0-8 points	0 No modification or assessment methods a evident	1 2 Includes some p modification and are limited asses methods listed	d there com ssment plan		5 6 Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	7 8 Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies	
Introduction 0-5 points			2 roduction includes e objective	3 Introduction includ one or more objectives and limited instruction	objectives, instructions and	5 Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	

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## Early Childhood Education Rubric (continued)

ACTIVITY (con	tinued)					Р	oints
Activity 0–10 points	0 Activity is limited	1 2 Activity is evident with a focus on content	3 4 Activity is evident with a focus on content with extensive sequence evident	5 6 Activity is well organized. Has appropriate content, and is age appropriate	7 8 Activity is crea well organized in content and appropriate	tive, Activity is well d, rich organized, has rich	2
Use of Resources during Activity 0–5 points	0 Resources are not used during activity	1 Resources used to limit amount of speaking time	2 Resources are used minimally during activity	3 Resources are used effectively throughout activity	4 Activity is creat well organized in content and appropriate	l, rich seamlessly and	
Wrap Up 0-5 points	0 No wrap up	1 Limited wrap up is evident	2 The activity ends with a limited summary	<b>3</b> The activity ends with an adequate summary	4 Activity ends w appropriate summary as a reinforcement the lesson	appropriate summary as a reinforcement	
PRESENTATION Voice – pitch, tempo, volume 0-3 points	N SKILLS 0 Voice qualities not use effectively	ed Voice qu	<b>1</b> ality is adequate	<b>2</b> Voice quality is good, I improve		<b>3</b> oice quality is outstanding and leasing	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	is, avoids and eye	1 , posture, mannerisms contact is inconsistent/ is appropriate	2 Gestures, posture, ma eye contact, and cloth appropriate	ing are ey	<b>3</b> estures, posture, mannerisms, ye contact, and clothing nhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than grammatical and pron errors		1 5) grammatical and ation errors	<b>2</b> Few (1-2) grammatical pronunciation errors		3 resentation has no grammatical r pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropria responses to evaluators' questions	5 iate Responses to questions were appropriate and given without hesitation	

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



Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial



## EARLY CHILDHOOD EDUCATION

Activity Planning Form

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

Activity: Describe in detail the activity you plan to do with these children.

**Modifications:** How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

Assessment: How will you evaluate the children's achievement of the learning objectives?

Additional Notes:





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

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9–10

Level 3: grades 11–12

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

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

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

## **ENTREPRENEURSHIP**

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

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

## **Specifications**

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVEL 3
1-8 ½" x 11" page or 1 slide	Project Identification Page	Plain paper or slide, with no graphics or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.		
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.		
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		the <i>Planning Process</i> was used t rocess may also be described in	
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .		
or Sections be tabbed, may		be tabbed, may contain a title	section pages or slides. <i>Content</i> , a section name, <i>graphic</i> eleme nust not include any other <i>conte</i>	nts, thematic decorations,

## Entrepreneurship Specifications (continued)

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

# Entrepreneurship Specifications (continued)

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

## Entrepreneurship Specifications (continued)

### **Oral Presentation**

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

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



## ENTREPRENEURSHIP

### **Point Summary Form**

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH	ECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Online Event	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points Hardcopy Portfolio	adviser 0	1	
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 64 single-sided pages or 75 slides completed correctly,	
		including:	
		<ul> <li>1 project ID page or slide</li> </ul>	
		<ul> <li>1 table of contents page or slide</li> </ul>	
		• 1 Planning Process summary page or 2 slides	
		<ul> <li>Project Summary Submission Proof</li> </ul>	
		<ul> <li>Up to 10 content divider pages or slides</li> </ul>	
		Up to 50 content pages or 60 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(90 points possible)</li> </ul>	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 80.00)	79.99 not Room Consultant Total)	·
RATING ACHIEVED (circle of VERIFICATION OF FINAL SC	ne) Gold: 90-100 Silver: 70-89.99 DRE AND RATING (please initial)	Bronze: 1-69.99	

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



# ENTREPRENEURSHIP

Rubric – Level 1

Name of Participant

Chapter			State	Tear	n #	Station # Level	
PORTFOLIO							
FCCLA	0	1	2	3	4	5	
Planning Process Summary Page D–5 points	Planning Process summary not	Inadequate steps in the Planning Process are presented	steps are presented	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan	The Planning Process is used to plan the project. Each step is fully explained	
Business Description D–5 points	provided <b>0</b> Not evident	1 Includes 1 of the 5 requirements	<b>2</b> Includes 2 of the 5 requirements	<b>3</b> Includes 3 of the 5 requirements	project 4 Includes 4 of the 5 requirements or is not well written	5 Well written description includes business name, mission, services, hours, and demographics	
F <b>acility</b> D–5 points	<b>0</b> Not evident	1 Includes 1 of the 3 required components	2 Includes 2 of the 3 required components	3 Incomplete descriptic components		5 Well written description includes interior and exterior location, utility providers, and emergency procedures	
Supplies and Equipment D–5 points	<b>0</b> Not evident	1 Includes 1 of the 3 requi very minimal		-	<b>4</b> 3 required components omplete	5 Comprehensive list of suppliers, equipment and supply inventory, and description of maintenance and repair policies	
Organizational Chart 0–5 points	0 Organizational chart is not included	1 Chart includes 1 of the required components	2 Chart includes 2 of the 4 required components	<b>3</b> Chart includes 3 of the 4 required components	4 Includes a chart with all components but is not well planned	5 Includes organizational chart with job titles, descriptions, tasks, and projected hierarchy/departments for growth	
Personnel	0	1	2	3	4	5	
Management 0–5 points	Not evident	Hiring procedures, compensation information (salaries and benefits), policies and		Hiring procedures, compensation plans, policies and procedures have been developed to meet the needs of the business		Detailed description of hiring procedures, compensation, and evaluations, including forms as applicable support the needs of the business	
Funding for Business 0–5 points	<b>0</b> Not evident	1 Incomplete or unrealistic of funding	=	-	4 f types and sources of	5 Detailed description of method and sources of funding	
Budget	0	1	2	3	3 4	5	
0–5 points	Not evident	Includes 1 of the 3 requi missing all applicable for		Describes 2 of the 3 r is missing an applicat	required components or ole form	Detailed description of income, expenditures, financial procedures and tax information. All applicable forms are includec	
Laws, Regulations,	0	1	2	3	4	5	
and Codes 0-5 points	Not evident	Includes 1 of the 6 requi components	6 required components	the 6 required components	Includes 5 of the 6 required components or is not well written	Detailed description of health, environment, fire, insurance, zoning, and other local, county and state codes	
Marketing Plan 0-5 points	0 Not evident	1 Limited marketing plan	2 Marketing plan does not adequately cove promotional techniques. Advertisements do not promote busines	r covers types of advertising.	4 Marketing plan covers chosen f of advertising. Includes 1 sam	ypes includes special events. Includes 2 or more	
Works Cited/ Bibliography D–3 points	<b>0</b> No resourc	ces listed Resour	1 ces are incomplete, not c, or not reliable for	2 Reliable resource incorrect style (s sheet)		<b>3</b> te list of current and reliable es, in MLA or APA style ( <i>see style</i>	
Appearance 0–3 points	<b>0</b> Portfolio is illegibl unorganized	e and Portfoli gramm	1 io is neat, but contains atical or spelling errors poorly organized	2 Portfolio is neat, professional, wit grammar and spo	legible, and Neat, le h correct gramm	3 gible, and professional, correct ar and spelling used; effective ation of information	

### Entrepreneurship Rubric Level 1 (continued)

Points

Organization/	TION 0	12	3 4	56	78	9 10
<b>Delivery</b> 0-10 points	Presentation is not done or presented briefly and does not cover components of project	Presentation covers some topic elements	Presentation covers	Presentation gives complete informatio but does not explain project well	Presentation cove information	Presentation covers all relevant information
Knowledge of	0	1	2	3	4	5
Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge		Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and share at times in the presentation	Knowledge of subject matter is evident and
Relationship of	0		1	2	•	3
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship Minimal evidence of business knowledge Knowledge of business and Knowledge of business and FCS between business and FCS and FCS coursework relationship relationship to FCS is good relationship is evident					
Use of Portfolio	0	1		2		3
and Visuals during Presentation 0-3 points	Portfolio and visuals not used during presentation	Portfolio and visuals minimally during pre		nd visuals used effectiv t presentation		ation moves seamlessly n oral presentation, portfolio als
Voice – pitch,	0		1	2		3
tempo, volume 0-3 points	Voice qualities not used effectively	Voice q	uality is adequate	Voice quality is good improve	l, but could Voice pleas	e quality is outstanding and ing
Body Language/		0		1		2
Clothing Choice 0-2 points	Uses inappropriate gestu avoids eye contact/inapp	· · ·	,,,,,	sture, mannerisms, ey clothing are appropria	· · ·	sture, mannerisms, eye contact, enhance presentation
Grammar/Word	0	-	1	2	0	3
Usage/	Extensive (more than 5) g and pronunciation errors		e (3-5) grammatical and unciation errors	Few (1-2) grammatic pronunciation errors		entation has no grammatical or unciation errors
Pronunciation 0-3 points	-					-
	0	1	2	3	4	5

Evaluator's Comments – include two things done well

and two opportunities for improvement:

TOTAL

Evaluator #

(90 points possible)

Evaluation Initial Room Consultant Initial



### **ENTREPRENEURSHIP**

Rubric – Level 2

Chapter				State	Tea	m #	Station # Leve	I
PORTFOLIO								
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	<b>2</b> All Planning F steps are pre but not sumr	sented Proc	<b>3</b> lanning tess steps are marized	<b>4</b> Evidence that the Planning Process v utilized to plan project	5 The Planning Process is used was to plan the project. Each ste is fully explained	
Business Description 0–5 points	0 Not evident	1 Includes 1 of the 5 requirements. Does not include data/research	2 Includes 2 of requirements not include data/researc	s. Does requ Inclu h data	3 udes 3 of the 5 uirements. udes /research and ilized	requirements or is not well written.	includes business name, mission, services, hours, and demographics. Includes	
Facility 0–5 points	0 Not evident	1 Includes 1 of the 4 required components	2 Includes 2 of required components	requ	<b>3</b> udes 3 of the 4 iired ponents	4	5 Well written description includes interior and exterio ts images, utility providers, emergency procedures, and	
Supplies and Equipment 0–5 points	0 Not evident	1 Chart includes list of suppliers and minimal equipment	Includes char inventory, an	<b>2 3</b> rt of suppliers, id general r maintenance	containii informat of each s	4 chart of suppliers ng contact ion and description supplier, inventory of ent, provisions for	5 Includes chart of suppliers containing contact information and description of each supplier, detailed inventory of equipment and supplies, provisions for maintenance and repairs including service requirements	
Organizational Chart 0–5 points	0 Organizational chart is not included	1 Chart includes 1 of the required components	2 Chart include the 4 require components	d the	3 t includes 3 of 4 required ponents	4 Includes a chart w all components bu not well planned	5 ith Includes organizational char it is with job titles, descriptions, tasks, and projected hierarchy/departments for	t
Personnel Management 0–5 points	0 Not evident	1 Hiring procedures, co recruitment/retentic are limited. Forms an	on, and evaluation	ns recruitr evaluat Some fo	3 4 procedures, co nent/retention ions have been prms as applica ds of the busin	mpensation, De n, and pro n developed. rec able to support Inc	growth 5 tailed description of hiring ocedures, compensation, cruitment/retention, and evaluatior cludes forms as applicable to suppor e needs of the business	
Funding for Business 0–5 points	<b>0</b> Not evident	1 Incomplete or unrea sources of funding, c structure		Limi		<b>3 4</b> e of types and sources of	5	
Budget 0–5 points	<b>0</b> Not evident	1 2 Budget is for less tha months, or is missing and expenditures an described origin, fina procedures, applicat information or forms	g income ir d e: ancial fi ole tax a	3 -month budget i acome and xpenditures. Inc nancial procedu pplicable tax aformation	in ludes ar res and In pr	4 2-month budget include come and expenditure d described origin. cludes financial ocedures and applicab x information and form	5 Well-developed 12-month s budget includes income an expenditures and described origin. Includes financial le procedures and applicable	
Laws, Regulations, and Codes 0-5 points	0 Not evident	1         Include less than 3         of the 6 required         components, no         rationale for         rchoices and is         governmental         vontact         information	2 ncludes 4 of the omponents, but no rationale for hoices or is nissing chart vith overnmental ontact nformation	3 Includes 5 of required cor but no ration choices or is chart with government information	the 6 nponents, nale for missing	4 Description of health, environment, fire, insurance, zoning, and other local, county and state codes, and rationale for choices. Chart with governmental contact information provided.	5	

### Entrepreneurship Rubric Level 2 (continued)

							Points
Marketing Plan 0-5 points	a p A	1 Marketing plan does not dequately cover romotional techniques. dvertisements do not romote business	2 Marketing plan does not adequately cover promotional techniques or does not provide samples	<b>3</b> Marketing plan covers types of advertising. Includes 2 samples	4 Marketing plan covers chosen types of advertising. Includes 3 sample	5 Detailed description includes special events. Includes 4 or more samples that meet marketing needs	
Works Cited/ Bibliography 0–3 points	0 No resources lis		1 s are incomplete, not or not reliable for	<b>2</b> Reliable resources but incorrect style (see style sheet)		<b>3</b> of current and reliable MLA or APA style <i>(see style</i>	
Appearance 0–3 points	<b>0</b> Portfolio is illegible and unorganized	grammati	1 is neat, but contains ical or spelling errors orly organized	<b>2</b> Portfolio is neat, legibl professional, with corr grammar and spelling	ect grammar and	<b>3</b> and professional, correct spelling used; effective of information	
ORAL PRESENTAT Organization/ Delivery 0-10 points	O Presentation is not dor or presented briefly an does not cover components of project	d covers some topic elements	<b>3 4</b> Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	Rowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between business and FCS	1 Minimal evidence of b knowledge and FCS co relationship	ursework relation	2 ledge of business and onship to FCS is good, national identified	Knowledge of relationship is	3 business and FCS s evident, national program d both explained well	
Use of Portfolio and Visuals during Presentation 0-3 points	<b>0</b> Portfolio and visuals no used during presentati		uals used Portfo	2 blio and visuals used effect ghout presentation	,	<b>3</b> moves seamlessly between tion, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not use effectively	d Voice qua	1 Ility is adequate	<b>2</b> Voice quality is good, k improve	out could Voice qua	3 ality is outstanding and	
Body Language/ Clothing Choice 0-2 points		<b>0</b> stures, posture or manne act/inappropriate clothing	contact, and c	1 ture, mannerisms, eye lothing are appropriate	Gestures, posture, and clothing enha		
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 and pronunciation erro		1 3-5) grammatical and nciation errors	<b>2</b> Few (1-2) grammatical pronunciation errors		3 tion has no grammatical or ation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	some questions	2 Responded to all questions but without ease or accuracy	adequately to all	<b>4</b> Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator #

Evaluation Initial Room Consultant Initial



### **ENTREPRENEURSHIP**

Rubric – Level 3 and 4

Name of Participant \_

Chapter			St	ate T	eam #	Station # L	evel
PORTFOLIO							
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 5 Inadequate steps in the Planning Process are presented	2 All Planning Proce steps are presente but not summarize	ed Process steps a	4 Evidence that the Planning Process utilized to plan project	0	
Business Description 0–5 points	0 Not evident	1 Includes 1 of the 5 requirements. Does not include data/research	2 Includes 2 of the 5 requirements. Doo not include data/research		4 ne 5 Includes 4 of the requirements or inal not well written.	is includes business name, mission, services, hours, demographics. Includes	, , and search
Facility 0–5 points	0 Not evident	1 2 The description, chart o procedures and management plan are minimal and/or incomplete	a r Description, ( emergency p are included one is incom	chart, and Desc rocedures and e but at least a cha plete conta Emer facili	4 ription includes interior exterior images. Includes rt of utility providers, act and description. gency procedures and cy maintenance edures are included	5 Well written description incluinterior and exterior images. Includes a chart of utility procontact and description. Emergency procedures and f maintenance procedures are on OSHA recommendations	viders, acility
Supplies and Equipment 0–5 points	<b>0</b> Not evident	1 Chart includes list of suppliers and minimal equipment	2 3 Includes chart of s inventory, and ger provisions for maintenance	neral containi informa of each	ng contact ccc cion and description of supplier, inventory ec ment, provisions for fo	5 cludes chart of suppliers contair ontact information and descripti each supplier, detailed invento quipment and supplies, provision r maintenance and repairs inclu rvice requirements	on ry of ns
Organizational Chart 0–5 points	<b>0</b> Not evident		the req	<b>3</b> art Include ludes 3 of with jo s 5 tasks, a	4 es organizational chart b titles, descriptions, and projected ehy/departments for	5 Includes organizational chart v job titles, descriptions, tasks, a projected hierarchy/departme for growth. Include position characteristics for each positio	ind ints
Personnel Management 0–5 points	<b>0</b> Not evident	1 2 Hiring procedures, compensi- recruitment/retention, and evaluations are limited. Form incomplete	ation, Hiring p recruitm ns are been de	3 4 rocedures, compensa hent/retention, and ev veloped. Some forms port the needs of the b	tion, Detaile valuations have compe as applicable evaluat	5 d description of hiring procedur nsation, recruitment/retention, tions. Includes forms as applicat t the needs of the business	res, and
Funding for Business 0–5 points	<b>0</b> Not evident	1 Incomplete or unrealist and/or methods or sour not include fee structur	ic startup costs rces of funding, doe	es knowledge of t	<b>3 4</b> f startup costs and ypes and sources of sing fee structure	5 Detailed chart of startup cost description of funding, incluc structures and expenses	
<b>Budget</b> 0–5 points	<b>0</b> Not evident	1 2 Budget is for less than 1 or is missing income and expenditures and descr financial procedures, ap tax information or form	d incl ibed origin, exp oplicable fina s and	3 month budget ludes income and benditures. Includes ancial procedures d applicable tax brmation	4 12-month budget inclu income and expenditu and described origin. Includes financial procedures and applic tax information and fo	res budget includes incom expenditures and desc origin. Includes financia able procedures and applica	e and ribed al able
Laws, Regulations, and Codes 0-5 points	0 Not evident	of the 6 required required components, no com rationale for no r choices and is choi missing chart with missi governmental gove contact information com	uired ponents, but ationale for ices or is sing chart with ernmental tact	3 Includes 5 of the 6 required components, but no rationale for choices or is missing chart with governmental contact information	4 Description of health, environment, fire, insurance, zoning, and other local, county and state codes, and rationale for choices. Chart with governmental contact information provided.	5 Detailed description of heal environment, fire, insurance zoning, and other local, cou and state codes, and rationa for choices. Chart with governmental contact information provided. Speci health and safety trainings included, if applicable	e, nty ale

### Entrepreneurship Rubric Level 3 and 4 (continued)

							Points
Marketing Plan 0-5 points	0 Not evident	1 Marketing plan does r adequately cover promotional techniqu Advertisements do no promote business	not adequately cov es. promotional t techniques or does not provide adequa samples	er covers types of advertising. Includes 4 samples te	4 Marketing plan covers chosen types of advertising. Includes 5 sample	5 Detailed description includes special events. Includes 6 or more samples that meet marketing needs	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resource		1 urces are incomplete, not ent, or not reliable for ect	2 Reliable resources but incorrect style (see sty sheet)		<b>3</b> of current and reliable MLA or APA style <i>(see style</i>	
Appearance 0–3 points	<b>0</b> Portfolio is illegible unorganized	gram	1 olio is neat, but contains imatical or spelling errors s poorly organized	<b>2</b> Portfolio is neat, legib professional, with cor grammar and spelling	rect grammar and	<b>3</b> and professional, correct spelling used; effective of information	
ORAL PRESENTAT	ION						
Organization/ Delivery 0-10 points	0 Presentation is not or presented briefly does not cover components of pro	y and covers some to elements	3 4 Presentation cover: pic all topic elements but with minimal information	5 6 s Presentation gives complete information but does not explain project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	0 Little or no evidenc of knowledge	<b>1</b> The Minimal evidence knowledge	e of Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship betwe business and FCS	Minimal evidence en knowledge and Fi relationship	CS coursework rela	2 owledge of business and ationship to FCS is good, nati gram identified. FCS career hway identified	Knowledge of relationship is	<b>3</b> business and FCS evident, national program d both explained well. FCS	
Use of Portfolio and Visuals during Presentation 0-3 points	0 Portfolio and visual used during presen			2 tfolio and visuals used effec oughout presentation		<b>3</b> noves seamlessly between ion, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not effectively	used Voice	<b>1</b> e quality is adequate	<b>2</b> Voice quality is good, improve	but could Voice qua	<b>3</b> ality is outstanding and	
Body Language/ Clothing Choice 0-2 points		<b>0</b> gestures, posture or ma /inappropriate clothing		<b>1</b> sture, mannerisms, eye cont are appropriate		<b>2</b> e, mannerisms, eye contact, ance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more tha and pronunciation e	an 5) grammatical So	1 ome (3-5) grammatical and onunciation errors	<b>2</b> Few (1-2) grammatica pronunciation errors	l and Presenta	3 cion has no grammatical or ation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questio	1 Unable to answer ns some questions	2 Responded to all questions but without ease or accuracy	adequately to all	4 Gave appropriate responses to evaluators' guestions	5 Responses to questions were appropriate and given without hesitation	

and two opportunities for improvement:

TOTAL

(90 points possible)

Evaluator #

**Evaluation Initial** Room Consultant Initial

Points





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

### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9–10

Level 3: grades 11–12

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

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

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

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

## **EVENT MANAGEMENT**

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

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

## **Specifications**

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

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

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

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

## Event Management Specifications (continued)

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

		•			
Allowable events	Fundraisers – dinners, dances, tournaments, etc.				
	<ul> <li>Holiday events – breakfast with Santa, Mother's Day tea, etc.</li> </ul>				
	Leadership conferences wi	th multiple speakers or workshops			
	<ul> <li>School or community dance</li> </ul>	es			
	Youth or adult athletic tou	rnaments – wrestling, softball, rodeos,	etc.		
	Youth or adult non-athletic	c competitions/tournaments - speech,	music, etc.		
	Community festivals or tourism events				
	College, career, or employments fairs				
	• Award ceremonies – hall of fame, teacher of the year banquets, etc.				
Prohibited events	FCCLA chapter meetings or classroom guest speakers				
	Individual or family parties or events				
	Events not meeting the event attendee or time requirements				
V	• Any event involving the consumption or sale of prohibited substances or violate school district policies				
	Level 1	Level 2	Level 3		
Minimum number	25	50	75		
of event attendees	23	50	75		
Minimum time	1 hour – may not exceed 1 day	3 hours – may not exceed 2 days.	4 hours – may include multiple days.		
requirement of	Does not need to be implemented.	Does not need to be implemented.	Must be implemented before the		
planned event			National Leadership Conference.		

### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

SPECIFICA	TIONS BY LEVEL	LEVEL 1	LEVEL 2	LEVEL 3 and 4
	Appearance	Portfolio must be neat, legible,	and professional and use corre	ect grammar and spelling.
1-8 ½" x 11" page	Project Identification	Plain paper or slide, with no gra	phics or decorations; must inc	clude participant's name(s),
or 1 slide	Page	chapter name, school, city, stat	e, event name, and project titl	e.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio in	the order in which the parts a	ppear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of th project; use of the Planning Pro	-	
	Evidence of Online Project Summary Submission	Complete the online project sur Student Portal, and include sign	-	•

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

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

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

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

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



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

### Event Management Specifications (continued)

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



## EVENT MANAGEMENT

STAR Events Point Summary Form

Name of Participant		

Level

Chapter	State	Team #	Station #

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

ROOM CONSULTANT			Points		
<b>Registration Packet</b>	Picked up by adviser or designated adult during scheduled time				
0 or 3 points	No <b>0</b>	Yes <b>3</b>			
Event Online	0	2			
Orientation	Official documentation not provided at	Official documentation provided at presentation			
Documentation	presentation time or signed by adviser	time and signed by adviser			
0 or 2 points					
Hardcopy Portfolio	0				
0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder			
Electronic Portfolio	0 Electronic Dertfelie net in vieweble	1			
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the			
	format to the evaluators	evaluators 1 2 3			
Portfolio Pages	Portfolio exceeds the page limit	2 or more errors 1 error no errors			
0–3 points	Portiono exceeds the page mint	Portfolio contains no more than 65 single-sided			
		pages or 77 slides completed correctly, including:			
		• 1 project ID page or slide			
		<ul> <li>1 table of contents page or slide</li> </ul>			
		• 1 Planning Process summary page or 2 slides			
		Project Summary Submission Proof			
		Evidence of Eligibility			
		• Up to 8 content divider pages or slides			
		Up to 50 content pages or 60 content slides			
Punctuality	0	1			
0–1 point	Participant was late for presentation	Participant was on time for presentation			
EVALUATORS' SCORES	5	ROOM CONSULTANT TOTAL			
Evaluator 1	Initials	(10 points possible)			
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE			
Evaluator 3	Initials	(90 points possible)	·		
Total Score	divided by number of evaluators	FINAL SCORE			
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus			
	Rounded only to the nearest hundredth (i.e.				
	80.00)				
RATING ACHIEVED (circl		Bronze: 1-69.99			
VERIFICATION OF FINAL	SCORE AND RATING (please initial)				
Evaluator 1 F	valuator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant			



# **EVENT MANAGEMENT**

Rubric -Level 1

Name of Participant \_\_\_\_

Chapter	State	Team #	Station #	Level

FCCLA012345Planning Process Summary Page 0-5 pointsPlanning Process summary not providedInadequate steps in the Planning Process are presentedAll Planning Process steps are presentedAll Planning Process steps are summarizedEvidence that the Process steps are utilized to plan projectThe Planning Process Each step is fully explEvent Proposal Introduction 0-3 points012345Not included0123341Includes event description but missing needs and services12334Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012344Objectives, and Evaluation012345Objectives, and Evaluation012345Objectives, and Evaluation012345Objectives, and Evaluation0123 <td< th=""><th></th></td<>	
Summary Page 0-5 pointssummary not providedthe Planning Process are presentedsteps are presented but not summarizedProcess steps are summarizedPlanning Process was utilized to plan projectused to plan the proj Each step is fully explEvent Proposal Introduction 0-3 points0123Not includedIncludes event description but missing needs and servicesLimited event description, summary of client needs and event plannerWell-written introduction, general event description, summary of client needs and event planner servicesEvent Goal, Objectives, and Evaluation01234Objectives, and Evaluation01234	
0-5 points     provided     are presented     but not summarized     summarized     utilized to plan project     Each step is fully expl       Event Proposal Introduction 0-3 points     0     1     2     3       Event Goal, Objectives, and Evaluation     0     1     2     3       Event Goal, Objectives, and Evaluation     0     1     2     3	
Event Proposal Introduction 0-3 points     0     1     2     3       Event Goal, Objectives, and Evaluation     0     1     2     3	ct.
Introduction 0-3 points       Not included       Includes event description but missing needs and services       Limited event description, summary of client needs and event planner       Well-written introduction, general event description, summary of client needs and event planner services         Event Goal, Objectives, and Evaluation       0       1       2       3       4         Goal and objective(s) are pot specific, measurable.       Goal and objective(s) are limited, may not be       Goal and objective(s) are specific, some are       Goal and objective(s) are specific, measurable.       Goal and objective(s) are limited, may not be       Goal and objective(s) are specific, some are       Goal and objective(s) are specific, measurable.	ined
0-3 points     Not included     includes event description but missing needs and services     includes event description but missing needs and services     includes event description, summary description, summary of client needs and event planner services       Event Goal, O     1     2     3     4       Objectives, and Evaluation     Not included     Goal and objective(s) are not specific, measurable.     Goal and objective(s) are specific, some are specific, some are specific, measurable.     Specific, some are specific, some are specific, some are specific, measurable.	
Event Goal,     0     1     2     3     4       Objectives, and Evaluation     Not included     Goal and objective(s) are not specific, measurable.     Goal and objective(s) are limited, may not be     Goal and objective(s) are specific, some are     Goal and objective(s) are specific, measurable.	
Event Goal, Objectives, and Evaluation         0         1         2         3         4           Objectives, and Evaluation         Not included         Goal and objective(s) are not specific, measurable, imited, may not be         Goal and objective(s) are specific, some are         Goal and objective(s) are specific, measurable,         Goal and objective(s) are limited, may not be         Specific, some are         Specific, measurable,	
Objectives, and Evaluation         Not included         Goal and objective(s) are	
Evaluation not specific measurable. limited may not be specific some are specific measurable.	
HULSUEUHU, HIEdSUIDUE, HIHILEU, HIDU DE SDEUHU, SUITE DIE SDEUHU, HIEdSUIDUE,	
0-4 points attainable, realistic, or attainable, realistic, or measurable, attainable, attainable, realistic, and	
timely; missing evaluation timely; includes realistic, or timely; includes timely; includes evaluation	
criteria evaluation criteria evaluation criteria criteria	
Event Dates and 0 1	
Background - Not included Event date options are included	
Research D-1 point	
Venue/Facility 0 1 2 3	
Space Not included Space identified but no maps or other Space map or diagram provided, but Includes maps, diagrams, weather	
0-3 points information provided no other supporting information plans, parking, and restroom access	
information to support and the second access	
Event Personnel 0 1 2 3	
Chart Not included Limited organizational chart with Organization chart with personnel Detailed organization chart with	
0-3 points personnel or role descriptions provided and role descriptions provided personnel and role descriptions provided	ded
Health and Public 0 1 2 3	
Safety Not included Limited health, public safety or crisis Health, public safety and crisis Complete health, public safety ar	I
0-3 points management plans included management plans included crisis management plans included	
Planning and 0 1 2 3 4 5 6 7 8	
Implementation Not included Includes some required Includes most required Includes all required data, Detailed and includes all requ	ed
Timeline data, unrealistic, tasks are data, achievable, tasks achievable, tasks are well data, achievable, tasks are we	
0-8 points not well distributed are distributed among distributed among team distributed among team mem	ers
among members or in team members but members in in timing in timing	
timing timing is not realistic	
Target Attendees         0         1         2         3	
and Recruitment Not included Limited demographic information and Demographic information generally Detailed demographic informatic	
Strategy recruitment strategies are provided supports event goals. Recruitment supports event goals. Recruitment	
0-3 points strategies are realistic strategies are realistic	
Sponsor/Advertiser 0 1 2	
<b>/Exhibitor</b> Not included A limited number of sponsors, advertisers and Potential sponsors, advertisers and exhibitors are provided and	
Recruitment exhibitors are provided support event goals	
Strategy	
0-2 points	
Volunteer 0 1 2 3	
Recruitment Not included A listing of volunteers is provided Listing of roles, estimated number of Detailed listing of roles, estimate	
Strategy volunteers, and recruitment methods number of volunteers, and	
0-3 points provided recruitment methods provided	
Projected 0 1 2	
Attendance Not included Estimated attendance provided Estimated attendance and method of determining number provide	a
Suppliers and 0 1 2	
Vendors         Not included         Limited listing provided         Detailed listing provided for goods and services	
0 – 2 points	
Event Activity 0 1 2	
Schedule Not included Proposed schedule of activities provided Detailed proposed schedule of activities provided	
0-2 points	

### Event Management Level 1 Rubric (continued)

Event Marketing	0	1		2		3	
D-3 points	Not included	Did not include pre, d	uring, and post	Limited description of event	Described pre	e, during, and post event	
		event promotion plan		promotion or did not docume		ocumented logo design,	
		provide samples as re		each sample as required		, and 1 sample each (pre,	
						of social media posts	
Projected Budget	0	1	2	3 4		5 6	
and Options	Not included	Budget but lacks detai	l, missing costs	Budget is limited in detail, ind	cludes Detailed listir	g of projected budget	
0-6 points		for significant items, c		some but not all costs		required deposits and costs	
•		for event			σ,		
Appearance	0	1		2		3	
0-3 points	Portfolio is illegible	Portfolio is neat, but r	,	Portfolio is neat, legible, and		professional, correct	
	and unorganized	grammatical or spellin	•	professional, with correct	•	spelling used with effective	
		organized poorly		grammar and spelling	organization	of information	
ORAL PRESENTAT	ION						
Organization/	0	12	34	56	78	9 10	
Delivery	Presentation is	Presentation	Presentation cover	s Presentation gives	Presentation covers	Presentation covers all	
0 – 10 points	not done or	covers some topic	all topic elements	complete	information	relevant information with	
	presented briefly	elements	but with minimal	information but	completely but does	a seamless and logical	
	and does not		information	does not explain the	not flow well	delivery	
	cover components			project well			
	of the project			project wen			
Knowledge of Event	0	1	2	3	4	5	
Planning and	Little or no	Minimal evidence	Some evidence of	Knowledge of	Knowledge of	Knowledge of planning,	
Management	evidence of	of knowledge	knowledge	planning, budgeting	planning, budgeting	budgeting and managing	
0-5 points	knowledge	of knowledge	Kilowieuge	and managing costs	and managing costs	costs is evident and	
0-5 points	KIIOWIEuge			is evident but not	is evident and	incorporated throughout	
				effectively used in	shared at times in	the presentation	
Relationship of	0		1	presentation	the presentation 2	3	
Family and	No evidence of relati	ionchin Mini	nal evidence of eve	nt Knowlada	-	S Knowledge of event	
Consumer Sciences	between event mana					-	
Coursework and			agement and FCS co			management and FCS	
Standards	project and FCS	relat	ionship	relations	nip to FCS is good	relationship is evident	
0-3 points							
Use of Portfolio	0	1	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to	Portfolio used	Portfolio	Portfolio used	Presentation moves	
0-5 points	during presentation	limit amount of	minimally duri	ng incorporated	effectively	seamlessly between	
		speaking time	presentation	throughout	throughout	oral presentation	
				presentation	presentation	and portfolio	
Voice – pitch,	(	0		1		2	
tempo, volume	Voice qualities not us	sed effectively	Voice quality is goo	d, but could improve	Voice quality is	outstanding and pleasing	
0-2 points							
Body Language/		0		1		2	
Clothing Choice	Uses inappropriate g	estures, posture or	Gesture	s, posture, mannerisms, eye	Gestures, pos	sture, mannerisms, eye	
0-2 points	mannerisms, avoids	eye contact/inappropria	e contact,	and clothing are appropriate	contact, and	clothing enhance presentation	
	clothing						
Grammar/Word		0		1		2	
Usage/	Extensive (more thar	n 3) grammatical and	Few (1-3	B) grammatical and pronuncia	tion errors Presenta	ition has no grammatical or	
Pronunciation	pronunciation errors					iation errors	
0-2 points					•		
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to	all Responded	Gave appropriat	e Responses to	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions		without ease of		evaluators'	appropriate and given	
	1		accuracy	1-200000	questions	without hesitation	
			accuracy		4400000		
Evaluator's Comr	ments – include two	things done well					
and two opports	inities for improvem	nent:				ΤΟΤΔΙ	
and two opportu	unities for improvem	ient:				TOTAL (90 points possible)	

(90 points possible)

Evaluator #

Evaluation Initial Room Consultant Initial



# **EVENT MANAGEMENT**

Rubric -Level 2

Name of Participant \_

PORTFOLIO	
FCCLA 0 1 2 3 4 5	
Planning Process Planning Process Inadequate steps in All Planning Process All Planning Process Evidence that the The Planning Process is	
Summary Page summary not the Planning Process steps are presented steps are summarized Planning Process used to plan the project.	
0–5 points provided are presented but not summarized was utilized to Each step is fully explained	

0–5 points	provided	are presented	but not summariz	ed	was utilized to	Each step is fully explained	
Event Volunteering	0	1	2	3	plan project	E	
Event Volunteering Experience	U Not included	1 Missing information for	_	-	4	5 Detailed information	
0-5 points	Not included		Missing	Limited information	Information provide		
0-5 points		volunteering experience.	information for	provided for	for volunteering	provided for	
		Not all participants	volunteering	volunteering	experience. 1-2	volunteering	
		volunteered at an event	experience.	experience.	photos	experience. 1-2 photos	
Event Proposal	0	1		2		3	
Introduction 0-3 points	Not included	Includes event description		d event description, summar		oduction, general event	
0-5 points		missing needs, services, c		nt needs, event planner	description, sumr	nary of client needs, event	
		experience	servic	es, and team experience	planner services,	and team experience	
Event Goal,	0	1	2		3	4	
Objectives, and	Not included	Goal and objective(s) are	Goal and obje	ctive(s) are Goal and obje	ctive(s) are Go	al and objective(s) are	
Evaluation		not specific, measurable,	limited, may n	ot be specific, some	are spe	cific, measurable,	
0-4 points		attainable, realistic, or	attainable, rea	listic, or measurable, a	ttainable, atta	ainable, realistic, and	
		timely; missing evaluation				ely; includes evaluation	
		criteria	evaluation crit		-	eria	
Event Dates and	-	0	evaluation em		1	chu	
Background -		Not included		Event date ontions are	=	research to support event	
Research				Livent date options die	is provided	a readarch to support event	
0-1 point	-				is provided		
Venue/Facility	0	1		2		3	
Space	Not included	One facility space ident	ified or two	Two facility options and map	s or Includes	two facility options and	
0-3 points		identified but no maps	or other	diagrams provided, but no o	ther maps, dia	grams, weather plans,	
		information provided		supporting information	parking, a	and restroom access	
						on to support choices	
Event Personnel	0		1		2		
Chart	Not included	Limited organizational	hart with personne	l or role Detailed or	ganization chart with p	ersonnel and role	
0-2 points		descriptions provided		description			
Health and Public	0	F F	1	F	2		
Safety	Not included	Limited health, public s	afety or crisis mana	gement plans Complete h	ealth. public safety an	d crisis management plans	
0-2 points		included	and ty of onois mana	included			
Planning and	0	1 2	3 4	5 6		78	
Implementation	Not included	Includes some	Includes most	Includes all required of	ata Dotail	ed and includes all required	
Timeline	Not included			-			
		required data,	required data,	achievable, tasks are		achievable, tasks are well	
0-8 points		unrealistic, tasks are	achievable, tasks	•		outed among team members	
		not well distributed	distributed among		in tim	ing	
		among members or	team members bu				
		in timing	timing is not realis				
Target Attendees	0	1		2		3	
and Recruitment	Not included	Limited demographic ir	formation D	emographic information gen	erally Detailed	demographic information	
Strategy		and recruitment strate	gies are s	upports event goals. Recruitr	nent supports	event goals. Recruitment	
0-3 points		provided	S	trategies are realistic	strategie	s are realistic	
Sponsor/Advertiser	0		1		2		
/Exhibitor	Not included	A limited number of sp	onsors. advertisers a	and exhibitors are Potentia	I sponsors, advertisers	and exhibitors are	
Recruitment		provided, no sample pr			1 /	bals. 1 recruitment method	
Strategy		provided, no sumple pr		sample			
0-2 points				Sumple			
Volunteer	0	1		2		3	
		=	c provided but 1	z isting of roles, estimated nun	har of Datailed	-	
Recruitment	Not included	A listing of volunteers i	-	0 ,		listing of roles, estimated	
Strategy		missing information as	•	olunteers, recruitment meth		of volunteers, recruitment	
0.0			C	uties and time requirements		duties, and time	
0-3 points					requirem	ents	
·	-						
·		0			1		
0-3 points Projected Attendance	Not included	0		Estimated attendance and	1		

### Event Management Level 2 Rubric (continued)

Constant 1							1
Suppliers and Vendors	Not included	0		Detailed listing provi	1 ded for goods and serv	ices	
0 or 1 point							
Event Activity		0			1		
Schedule 0 or 1 point	Not included			Detailed proposed so	hedule of activities pro	ovided	
Event Marketing	0	1		2		3	
0-3 points	Not included	Did not include pre, d	luring, and post Li	mited description of event	Described pro	e, during, and post event	
o o ponico		event promotion plar		omotion or did not docume		ocumented logo design,	
		provide samples as re		each sample as required		i, and 2 samples each (pre,	
		p	- <b>1</b>			of social media posts	
Projected Budget	0	1	2	3 4	,	5 6	
and Options	Not included	Budget but lacks deta	il, does not provide 2	Budget is limited in detai	l, Detailed listir	ng of projected budget with 2	
D-6 points		pricing options, missi	ng costs for	includes 2 pricing option	s, but pricing option	ns, including any required	
		significant items, or is	s unrealistic for event	not all costs	deposits and	costs	
Appearance	0	1		2		3	
0-3 points	Portfolio is illegible	Portfolio is neat, but		ortfolio is neat, legible, and		professional, correct	
	and unorganized	grammatical or spellin		ofessional, with correct	-	spelling used with effective	
		organized poorly	gr	ammar and spelling	organization	of information	
ORAL PRESENTAT							
Organization/	0	1 2	3 4	56	7 8	9 10	
Delivery	Presentation is not	Presentation	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0 – 10 points	done or presented	covers some topic	all topic elements	complete	information	relevant information with	
	briefly and does not cover	elements	but with minimal information	information but does not explain the	completely but does not flow well	a seamless and logical delivery	
	components of		mornation	project well	HOL HOW WEIL	uciivei y	
	the project			project wen			
Knowledge of Event	0	1	2	3	4	5	1
Planning and	Little or no	– Minimal evidence	Some evidence of	Knowledge of	Knowledge of	Knowledge of planning,	
Management	evidence of	of knowledge	knowledge	planning, budgeting	planning, budgeting	budgeting and managing	
0-5 points	knowledge	0	0	and managing costs	and managing costs	costs is evident and	
	-			is evident but not	is evident and	incorporated throughout	
				effectively used in	shared at times in	the presentation. National	
				presentation	the presentation	program identified	
Relationship of	0		1	2		3	
Family and Consumer Sciences	No evidence of		ence of business	Knowledge of business and		e of business and FCS	
Coursework and	relationship between business and FCS	0	d FCS coursework	relationship to FCS is good		ip is evident, national program	
Standards	business and 1 CS	relationship		national program identifie	u identified	, and both explained well	
0-3 points							
Use of Portfolio	0 Devide lie verbaard	1 Destfaller sed to	2	3	4	5	
during Presentation	Portfolio not used	Portfolio used to limit amount of	Portfolio used	Portfolio	Portfolio used effectively	Presentation moves	
0-5 points	during presentation	speaking time	minimally during presentation	g incorporated throughout	throughout	seamlessly between oral presentation	
		sheaving rille	presentation	presentation	presentation	and portfolio	
Voice – pitch,	0		1	2	presentation	3	
tempo, volume	Voice qualities not use	ed Voice of	quality is adequate	Voice quality is goo	od, but could Voi	ce quality is outstanding and	
0-3 points	effectively			improve		asing	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate ge		ires, posture, manneris			stures, posture, mannerisms,	
0-3 points	posture or mannerism		ye contact is inconsist	-	• .	contact, and clothing	
<b>. .</b>	contact/inappropriate	e clothing clothi	ing is appropriate	appropriate	enh	ance presentation	
Grammar/Word	0	-	1	2	for the set of the set	3	
Usage/	Extensive (more than		(3-5) grammatical and	Few (1-2) grammat		sentation has no grammatical	
Pronunciation	grammatical and pron	iunciation pronui	nciation errors	pronunciation erro	is or p	pronunciation errors	
D-3 points	errors 0	1	2	3	4	5	
Responses to Evaluators'	<b>U</b> Did not answer	1 Unable to answer	Z Responded to all		<b>4</b> Gave appropriate	ہ Responses to questions	
Questions	evaluators'	some questions	questions but withc		responses to	were appropriate and	
0-5 points	questions	some questions	ease or accuracy		evaluators' questions	given without hesitation	
•	•					<u> </u>	1
Evaluator's Comr	ments – include two t	hings done well					
and two opportu	unities for improveme	ent:				TOTAL	
	-					(90 points possible)	
						Evaluator #	
						Evaluation Initial	
						Room Consultant Initial	



### **EVENT MANAGEMENT**

Rubric -Level 3 and 4

Name of Participant \_\_\_\_

Chapter	State	Team #	Station #	Level

PORTFOLIO							
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	=	All Planning Process	All Planning	Evidence that the	The Planning Process is	
Summary Page	summary not	the Planning Process	steps are presented	Process steps	Planning Process was	used to plan the project.	
0–5 points	provided	are presented	but not summarized	are summarized	utilized to plan project	Each step is fully explained	
Event Volunteering	0	1	3	3		Each step is fully explained	
Experience	Not included	L Missing information for	Missing information	-	4 Information provide	d Detailed information	
0-5 points	Not included	Missing information for	0	Limited information			
0-5 points		volunteering experience.	for volunteering	provided for	for volunteering	provided for	
		Not all participants	experience.	volunteering	experience. 1-2	volunteering	
		volunteered at an event		experience.	photos	experience. 1-2 photos	
Event Proposal Introduction	0	1		2		3	
0-3 points	Not included	Includes event description		ent description, summ		duction, general event	
o o pointo		missing needs, services, c	r team of client n	eeds, event planner		nary of client needs, event	
		resumes	services, a	nd team resumes	planner services,	and resumes	
Event Goal,	0	1	2		3	4	
Objectives, and	Not included	Goal and objective(s) are	Goal and objective(s	s) are Goal and obj	ective(s) are Goa	l and objective(s) are	
Evaluation		not specific, measurable,	limited, may not be	specific, som	e are spe	cific, measurable,	
0-4 points		attainable, realistic, or	attainable, realistic,			inable, realistic, and	
		timely; missing evaluation	timely; includes			ely; includes evaluation	
		criteria or sample tool	evaluation criteria a			eria and sample tool	
			sample tool	tool			
Event Dates and	_	0	54p.c 1001		1		
Background -	Not included	v		Event date ontions a	-	research to support event	
Research	Not included				nity data included to sup		
0-1 point				•	They used included to sup	JUIT EVENT	
Venue/Facility	0	1		2		3	
Space	Not included	One facility space ident	ified or two Two fa	cility options and map	s Includes two facility	options and maps,	
0-3 points		identified but no maps	or other or diag	rams provided, but no	diagrams, weather p	ans, parking, and restroom	
		information provided	other s	upporting information	access information to	support choices	
Event Personnel	0		1		2		
Chart	Not included	Limited organizational	chart with personnel or	role Detailed org	anization chart with pers	onnel and role descriptions	
0-2 points		descriptions provided		provided			
Health and Public	0		1		2		
Safety	Not included	d Limited health, public s	afety or crisis managem	ent Complete he	ealth, public safety and cr	isis management plans	
0-2 points		plans included		included		sis management plans	
Planning and	0	1 2	3 4		5 6	7 8	
Implementation	Not included	Includes some required	Includes most required	data Includes		tailed and includes all	
Timeline	Not included	data, unrealistic, tasks are	achievable, tasks are di			uired data, achievable, tasks	
					-		
0-8 points		not well distributed among	among team members		•	well distributed among	
		members or in timing	timing is not realistic		rs in in timing tea	m members in timing	
Target Attendees	0 National deal	1	formation - D	2		<b>3</b>	
and Recruitment	Not included	Limited demographic ir		ographic information g		lemographic information	
Strategy		and recruitment strate	, ,,	orts event goals. Recru		event goals. Recruitment	
0-3 points		provided		egies are realistic	°	are realistic	
Sponsor/Advertiser	0		1		2		
/Exhibitor	Not included	A limited number of sp				exhibitors are provided and	
Recruitment		exhibitors are provided	, 1 sample provided	support ev	ent goals. 2 recruitment	method sample provided	
Strategy							
0-2 points							
Volunteer	0	1		2		3	
Recruitment	Not included	A listing of volunteers	is provided Listing of	f roles, number of volu	inteers, Detailed listi	ng of roles, number of	
		0		ent methods, duties, t	,	ecruitment methods,	
Strategy		required		nents and training		requirements and training	
		·			1		
0-3 points		0			-		
0-3 points Projected	Not included	0		Estimated attenda	nce and method of dotor	nining number provided	
0-3 points Projected Attendance	Not included	0		Estimated attenda	nce and method of deter	nining number provided	
Strategy 0-3 points Projected Attendance 0 or 1 point	Not included			Estimated attenda		nining number provided	
0-3 points Projected Attendance 0 or 1 point Suppliers and	-	0			1		
0-3 points Projected Attendance 0 or 1 point	Not included						

# Event Management Level 3 and 4 Rubric (continued)

Event Activity Schedule	Not included	0		Dot	ailed proposed schedule o	1		
or 1 point	NOT INCIDUED			Det	aneu proposeu schedule C	n activities provided		
	0	1			2		3	
<pre>vent Marketing -3 points</pre>	•	ء d not include pre	during and	Limited de	-	Described pro during	<b>ہ</b> , and post event promc	tion
-5 points		ist event promot	-				sign, poster design, and	
		ist event promot ot provide sample	•	•		•	uring, post) of social me	
Projected Budget	0	it provide sample	1 2	5 UI Eduli S	<b>3 4</b>	samples each (pre, ut		
and Options	Not included	Pudgot but la		s not provide 3	Budget is limited in det	ail Dotailad li	sting of projected budg	ot with 2
)-6 points	Not included	•	ns, missing cost	•	includes 3 pricing optio		tions, including any req	
-o points				listic for event	not all costs	deposits a		ulleu
Appearance	0	Significant ite	<b>1</b>		101 all COSIS 2	ueposits a	3	
••	Portfolio is illegible	Dortfolio is no	eat, but may co	ntain Do	-	Noat logi	-	<b>.</b> +
)-3 points	•		, ,		rtfolio is neat, legible, and		ole, professional, correct	
	and unorganized	organized po	or spelling erro		ofessional, with correct ammar and spelling		and spelling used with e on of information	enective
		organizeu por	UTY	gi	arrinnar and spennig	organizati		
ORAL PRESENTAT	ION							
Drganization/	0	1 2		3 4	56	78	9 1	10
Delivery	Presentation is not	Presentation		entation covers	Presentation gives	Presentation cove		
0 – 10 points	done or presented	covers some t		pic elements	complete	information	relevant informa	
	briefly and does	elements	•	vith minimal	information but	completely but do		
	not cover			mation	does not explain the	not flow well	delivery	-0
	components of				project well			
	the project				project men			
Knowledge of Event	0	1		2	3	4	5	
Planning and	Little or no	Minimal evide	ence Som	e evidence of	Knowledge of	Knowledge of	Knowledge of pla	anning,
Management	evidence of	of knowledge		vledge	planning, budgeting	planning, budgetir	• ·	
D-5 points	knowledge	er mie medge		iceBc	and managing costs	and managing cos		
o o pointo	Kilowicube				is evident but not	is evident and	incorporated thr	
					effectively used in	shared at times in	the presentation	U
					presentation	the presentation.	program and car	
					presentation	the presentation.	program and car	eei
						National program	nathway idontify	od
						National program	pathway identifie	ed
Relationship of	0		1		2	National program identified		ed
Relationship of Family and	0 No evidence of	Minimal o	1	noss Kno	2	identified	3	
Relationship of Family and Consumer Sciences	No evidence of		vidence of busi		wledge of business and re	identified lationship Knowl	<b>3</b> edge of business and FC	:S
Family and Consumer Sciences	No evidence of relationship betwee	n knowledge	vidence of busi and FCS cours	ework to F	wledge of business and re CS is good, national progra	identified lationship Knowl am relatio	<b>3</b> edge of business and FC nship is evident, nation	S al
Family and Consumer Sciences Coursework and	No evidence of		vidence of busi and FCS cours	ework to F ider	wledge of business and re CS is good, national progra ntified. FCS career pathway	identified lationship Knowl am relatio y progra	<b>3</b> edge of business and FC nship is evident, nation m identified, and both	CS al explained
Family and Consumer Sciences Coursework and Standards D-3 points	No evidence of relationship betwee business and FCS	n knowledge relationshi	vidence of busi e and FCS cours p	ework to F ider ider	wledge of business and re CS is good, national progra tified. FCS career pathway tified	identified lationship Knowl am relatio y progra well. F	<b>3</b> edge of business and FC nship is evident, nation m identified, and both CS career pathways ide	S al explained ntified
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio	No evidence of relationship betwee business and FCS 0	n knowledge relationshi	vidence of busi and FCS cours p	ework to F ider ider 2	wledge of business and re CS is good, national progra tified. FCS career pathway tified <b>3</b>	identified lationship am relatio y progra well. F 4	<b>3</b> edge of business and FC nship is evident, nation m identified, and both CS career pathways ide	S al explained ntified 5
Family and Consumer Sciences Coursework and Standards D-3 points Jse of Portfolio during Presentation	No evidence of relationship betwee business and FCS 0 Portfolio not used	n knowledge relationshi 1 Portfolio us	vidence of busi e and FCS cours p sed to	ework to F ider ider der Portfolio used	wledge of business and re CS is good, national progra itified. FCS career pathway itified <b>3</b> Portfolio	identified lationship Knowl am relatio y progra well. F 4 Portfolio use	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide g d Presentatio	S al explained ntified 5 on moves
Family and Consumer Sciences Coursework and Standards D-3 points Jse of Portfolio during Presentation	No evidence of relationship betwee business and FCS 0	n knowledge relationshi 1 Portfolio us limit amour	vidence of busi e and FCS cours p sed to	ework to F ider ider 2 Portfolio used ninimally during	wledge of business and re CS is good, national progra tified. FCS career pathway tified <b>3</b> Portfolio incorporated	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide CS career pathways ide CS career pathways ide Seamlessly	S al explained ntified 5 on moves between
Family and Consumer Sciences Coursework and Standards D-3 points Jse of Portfolio during Presentation	No evidence of relationship betwee business and FCS 0 Portfolio not used	n knowledge relationshi 1 Portfolio us	vidence of busi e and FCS cours p sed to	ework to F ider ider der Portfolio used	wledge of business and re CS is good, national progra itified. FCS career pathway itified <b>3</b> Portfolio incorporated throughout	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatio seamlessly oral preser	25 al explained ntified 5 on moves between ntation
Family and Consumer Sciences Coursework and Standards D-3 points Jse of Portfolio during Presentation D-5 points	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation	n knowledge relationshi 1 Portfolio us limit amour	vidence of busi e and FCS cours p sed to	ework to F ider ider 2 Portfolio used ninimally during presentation	wledge of business and re CS is good, national progra itified. FCS career pathway itified Portfolio incorporated throughout presentation	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentati seamlessly oral preser and portfo	25 al explained ntified 5 on moves between ntation
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio during Presentation D-5 points Voice – pitch,	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0	n knowledge relationshi 1 Portfolio us limit amour speaking tir	vidence of busi e and FCS cours p wed to to to to nt of to me	ework to F ider ider 2 Portfolio used ninimally during presentation 1	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation 2	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3	25 al explained ntified 5 on moves between ntation lio
Family and Consumer Sciences Coursework and Standards 0-3 points Juse of Portfolio Juring Presentation 0-5 points Voice – pitch, tempo, volume	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u	n knowledge relationshi 1 Portfolio us limit amour speaking tir	vidence of busi e and FCS cours p sed to	ework to F ider ider 2 Portfolio used ninimally during presentation 1	wledge of business and re CS is good, national progra itified. FCS career pathway itified Portfolio incorporated throughout presentation Voice quality is go	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3 Voice quality is outstan	25 al explained ntified 5 on moves between ntation lio
Family and Consumer Sciences Coursework and Standards 0-3 points Use of Portfolio during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively	n knowledge relationshi 1 Portfolio us limit amour speaking tir	vidence of busi e and FCS cours p wed to to to to nt of to me	ework to F ider ider 2 Portfolio used ninimally during presentation 1	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation Voice quality is go improve	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3 Voice quality is outstan- pleasing	25 al explained ntified 5 on moves between ntation lio
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively 0	n knowledge relationshi 1 Portfolio us limit amour speaking tir	vidence of busi e and FCS cours p eed to 1 nt of 1 me 1 Voice quality	ework to F ider ider 2 Portfolio used ninimally during presentation 1 is adequate 1	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation 2 Voice quality is go improve 2	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3 Voice quality is outstan pleasing 3	25 al explained ntified 5 on moves between ntation lio ding and
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/ Clothing Choice	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively 0 Uses inappropriate g	n knowledge relationshi Portfolio us limit amour speaking tir used gestures,	vidence of busi e and FCS cours p ied to 1 nt of 1 Woice quality Gestures, po	ework to F ider ider 2 Portfolio used ninimally during presentation 1 is adequate 1 ssture, manneris	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation Voice quality is go improve gestures, posture	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could 2 e, mannerisms,	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3 Voice quality is outstan pleasing 3 Gestures, posture, man	25 al explained ntified 5 on moves between ntation lio ding and nerisms,
amily and Consumer Sciences Coursework and Standards 0-3 points Jse of Portfolio during Presentation 0-5 points //oice – pitch, rempo, volume 0-3 points Body Language/ Clothing Choice	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively 0 Uses inappropriate g posture or manneris	n knowledge relationshi Portfolio us limit amour speaking tir used gestures, ;ms, avoids eye	vidence of busi e and FCS cours p ied to 1 nt of 1 Woice quality Gestures, po and eye con	ework to F ider ider 2 Portfolio used ninimally during presentation 1 is adequate 1 osture, manneris tact is inconsiste	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation Voice quality is go improve ms Gestures, posture eye contact, and	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could 2 e, mannerisms, clothing are	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentati seamlessly oral preser and portfo 3 Voice quality is outstan pleasing 3 Gestures, posture, man eye contact, and clothir	25 al explained ntified 5 on moves between ntation lio ding and nerisms,
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/ Clothing Choice D-3 points	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively 0 Uses inappropriate a posture or manneris contact/inappropria	n knowledge relationshi Portfolio us limit amour speaking tir used gestures, ;ms, avoids eye	vidence of busi e and FCS cours p ied to 1 nt of 1 Woice quality Gestures, po	ework to F ider ider 2 Portfolio used ninimally during presentation 1 is adequate 1 osture, manneris tact is inconsiste	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation 2 Voice quality is go improve 2 ms Gestures, posture eye contact, and appropriate	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could 2 e, mannerisms, clothing are	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentatii seamlessly oral preser and portfo 3 Voice quality is outstan pleasing 3 Gestures, posture, man eye contact, and clothir enhance presentation	25 al explained ntified 5 on moves between ntation lio ding and nerisms,
Family and Consumer Sciences Coursework and Standards D-3 points Use of Portfolio during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/ Clothing Choice D-3 points Grammar/Word	No evidence of relationship betwee business and FCS 0 Portfolio not used during presentation 0 Voice qualities not u effectively 0 Uses inappropriate g posture or manneris contact/inappropria	n knowledge relationshi Portfolio us limit amour speaking tir used gestures, sms, avoids eye te clothing	vidence of busi e and FCS cours p ied to 1 nt of 1 Voice quality Gestures, pr and eye con clothing is a	ework to F ider ider 2 Portfolio used ninimally during presentation 1 is adequate 1 osture, manneris tact is inconsiste popropriate 1	wledge of business and re CS is good, national progra ntified. FCS career pathway tified Portfolio incorporated throughout presentation 2 Voice quality is go improve 2 ms Gestures, posture eye contact, and appropriate 2	identified lationship Knowl am relatio y progra well. F 4 Portfolio use effectively throughout presentation 2 bod, but could 2 e, mannerisms, clothing are	3 edge of business and FC nship is evident, nation m identified, and both CS career pathways ide d Presentation seamlessly oral preser and portfo 3 Voice quality is outstan- pleasing 3 Gestures, posture, man eye contact, and clothir enhance presentation 3	S al explained ntified 5 on moves between tation lio ding and nerisms, ng
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## EVENT VOLUNTEERING EXPERIENCE SUMMARY FORM

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

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



# EVENT MANAGEMENT PROJECT PLANNING AND IMPLEMENTATION TIMELINE TEMPLATE

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

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





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

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

### **EVENT LEVELS**

CENERAL INFORMATION

Level 2: grades 9–10 Level 3: grades 11–12 Level 4: Postsecondary See page 10 for more information on event levels.

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

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

preparation.

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

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

### PRESENTATION ELEMENTS ALLOWED

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

# **FASHION CONSTRUCTION**

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

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

# Specifications

### Display

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

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

## Fashion Construction Specifications (continued)

### **File Folder**

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

Time Log	A log of time invested in designing and making the garment/accessory should be prepared front side only on 8 $\frac{1}{2}$ " x 11" paper. Total hours should be shown.
Skill Area Selection Chart	Completed copy of the Skill Area Selection Chart with eight (8) skills represented in the project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission.

### **Oral Presentation**

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

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

### **Construction Skills**

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

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

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





# FASHION CONSTRUCTION

STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	ECK				Points
Registration Packet	Picked up by adv	iser or de	signated adult dur	ing scheduled time	
0 or 3 points	No <b>0</b>		Ye	es <b>3</b>	
Event Online	0				
Orientation	Official documentation not pro	ovided	Official documer		
Documentation	at presentation time or signed	by	time and signed	by adviser	
0 or 2 points	adviser				
Display Set-Up	0			1	
0-1 point	Participants did not set up the			up display during allotted time	
	display within allotted time pe	riod	period		
Display Dimensions	0			1	
0–1 point	Does not fit with the appropria		The display fits/o after presentation	objects returned within display	
	dimensions/objects not return	on			
	within display after presentation	on	1	2	
File Folder	•	Ella Fald	-	=	
0–2 points	No file folder presented.	with inc	ler presented	File Folder is presented with correct labeling and sufficient	
			/insufficient	evaluators material	
		-	ls for evaluators	Evidence of Online Project	
			in 3 copies of	Summary Submission	
		•	s) or incomplete	<ul> <li>Time Log</li> </ul>	
		content		Skill Area Chart	
Punctuality	0			1	
0–1 point	Participant was late for presen	tation	Participant was o	on time for presentation	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials			<ul> <li>(90 points possible)</li> </ul>	
Total Score	divided by number of evaluato	ors		FINAL SCORE	
	= AVERAGE EVALUATOR SCOP	RE		(Average Evaluator Score plus	
	Rounded only to the nearest hund	redth (i.e. 2	79.99 not 80.00)	Room Consultant Total)	·
RATING ACHIEVED (circle o VERIFICATION OF FINAL SC	ne) Gold: 90-100 Silver: ORE AND RATING (please initial)	70-89.99	<b>Bronze:</b> 1-69	.99	
Evaluator 1 Eval	uator 2 Evaluator 3	Adu	ılt Room Consultant	Event Lead Consultant	



# **FASHION CONSTRUCTION**

Rubric

Name of Participant \_\_\_\_

Chapter			Stat	te Team	n #	Station	1# L	evel
DISPLAY								Points
FCCLA Planning Process Summary Page D–5 points	0 Planning Process summary not provided	12345Inadequate steps in the PlanningAll Planning Process steps are presentedAll Planning Process steps areEvidence that the Planning used to plan the pi process areThe Planning used to plan the pi steps is fully e utilized to planThe Planning no more than 1 pa project		ning Process is lan the project. is fully explained;				
Project ID Page		0			1			
0 or 1 point	Proje	ect ID page is missing	or incomplete	Project ID	page is present and	completed of	correctly	
Fabric Profile – Swatch and Size 0–1 point	No fabric swatch p	<b>0</b> provided or profile on	paper larger than 11" x 17"	Fabric swatch provid	1 ed and profile is on	paper not la	rger than 11" x 17"	
Fabric Profile – Fiber Content/Fabric Type	No informati	0 ion or incorrect	1 Incomplete information	on provided or partial	Correct informa	2 tion including	g construction,	
0-2 points	informati	on provided	error in inf		finishes, propert	ies, performa	ance, and care	
Cost Itemization Accuracy 0–3 points	0 No cost informatio	it	1 Aany omissions in temization and errors in alculations	2 Most items shown an two errors in calculat		Completely thorough	<b>3</b> y accurate and	
Photo Storyboard 0–3 points	0 No storyboard provided Lir		1 imited photographs and onfusing arrangement	2 Adequate photographs arranged in a clear and logical format		<b>3</b> Appropriate number of photographs, arranged well to tell a story		
Selection of Coordinates/ Accessories 0–3 points	0 No coordinates or used	No coordinates or accessories Acc		2 Somewhat complementary		<b>3</b> Well chosen, very complementary		
Display Appearance	0	1	2	3	4		5	
0-5 points	Display not used	Display has many e does not show evic of originality and is aesthetically pleasi	dence minimal visual not appeal and	Display needs some improvement in content and design	Display has good color, and desig		Display is creative, appropriate, and of high quality	
FILE FOLDER an	d ORAL PRESE	INTATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2		5 6 Presentation gives complete information but does not explain the project well	7 Presentation cov information com does not flow we	pletely but	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Construction 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence knowledge	2 of Some evidence of knowledge	<b>3</b> Knowledge of fashion construction is evident but not effectively used in presentation	4 Knowledge of fas construction is ev shared at times in presentation	rident and	5 Knowledge of fashion construction is evident and incorporated throughout the presentation	n
Use of Display during Presentation 0-5 points	0 Display not used during presentation	1 Display used to lin amount of speaki time	ing minimally during presentation	3 Display incorporated throughout presentation	<b>4</b> Display used effi throughout pres		5 Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not effectively	t used V	1 oice quality is adequate	2 Voice quality is good, improve	but could	Voice quali and pleasir	3 ty is outstanding ng	

# Fashion Construction Rubric (continued)

Body Language/ 0			1	2			3				
Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	is, avoids		osture, mannerisms ntact is inconsistent/ appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate		eye conta	posture, mannerisms, ct, and clothing presentation			
Grammar/Word	0			1	2			3			
Usage/ Pronunciation 0-3 points	Extensive (more than grammatical and pron errors	ive (more than 5)Some (3-5) grammatical and pronunciation errorsFew (1-2) grammatical and pronunciation errors		l and	Presentation has no grammatica or pronunciation errors						
Responses to	0		1	2	3	4		5			
Evaluators' Questions D-5 points CONSTRUCTIO	Did not answer evaluators' questions	Unable to some ques		Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appro responses evaluators' questions	•	Responses to questions were appropriate and given without hesitation			
Effectiveness of	N SKILLS 0			1	2			3			
Product Construction 0-3 points	Both form and function improvement	n need	Satisfactory not both	form or function, but	Good form and function	on	Outstandi	ing form and function			
Overall Quality of Workmanship 0–3 points	<b>0</b> Low quality, not mark	v		1 2 3 al quality of workmanship Fair quality, somewhat Very good quality, i marketable				Fair quality, somewhat Ver		<b>3</b> Very good quality, marketable	
Creativity, Imagination, and Innovation	<b>0</b> No evidence		Little evide	1 nce	2 Some evidence		Highly cre	<b>3</b> ative, innovative			
0–3 points											
Selected Skill Areas					A <i>rea Rubric</i> for additiona						
0-24 points		Tra	insfer total po	ints earned for 8 selecte	d skill areas to the "score	e" column at ri	ght				

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



Evaluator #

Evaluator Initial

Room Consultant Initial



## **FASHION CONSTRUCTION**

**Skill Area Rubric** 

Name of Participant \_\_\_\_

Chapter\_

State\_\_\_\_\_ Team #\_\_\_\_ Station #\_\_\_\_ Level\_\_\_\_

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

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

**Evaluator's Comments:** 

TOTAL SCORE FOR SKILL AREA

(24 points possible)



# **FASHION CONSTRUCTION**

**Skill Area Selection Chart** 

Name of Participant(s)

Chapter \_\_\_\_

\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_ Station #\_\_\_\_\_ Level \_\_\_\_\_

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

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





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

### **EVENT LEVELS**

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

See page 10 for more information on event levels.

Lingerie and swimsuits are not allowed.

Clothing that does not meet acceptable

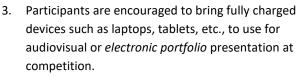
standards of modesty/appropriateness for a



school function or setting is prohibited. Designs must be for adults or children.

### **ELIGIBILITY & GENERAL INFORMATION**

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



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

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition		ode	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time		Room Presentation nsultant & Time valuator		Competition Evaluation Interview Time	Competition Total Event Time
1-3	Portfolio, Sample Garment, Oral Presentation	Table – yes Electrical Access – no Wall Space – no Supplies - no	dress appropri	onal ate	5 minutes	15 minutes prior to presentation		а	in. warning t 9 min.; pped at 10 min.	5 minutes	40 minutes
PRESENTAT Audio	ON ELEMENTS	ALLOWED Easel(s)	File Folder	Fli Char	· Por	tfolio	Props Pointe	-	Skits	Presentation Equipment	Visuals

# **FASHION DESIGN**

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

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

### **Specifications**

### Hardcopy Portfolio

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

### **Electronic Portfolio**

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

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

# Fashion Design Specifications (continued)

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

### **Collection Sample**

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

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

# Fashion Design Specifications (continued)

### **Oral Presentation**

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

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



# **FASHION DESIGN**

#### Point Summary Form

Name of Participant			

Chapter	State	Team #	Station #	Level	

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

5. Check with the Lead Consultant if there are any questions regarding the evaluation	process.
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ROOM CONSULTANT C	HECK		Points
<b>Registration Packet</b>	Picked up by adviser or de	esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
0–1 point	U Electronic Portfolio not in viewable	L Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages		1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
o o pointo		Portfolio contains no more than 47 single-sided	
		pages or 58 slides completed correctly,	
		including:	
		<ul> <li>1 project ID page or slide</li> </ul>	
		<ul> <li>1 table of contents page or slide</li> </ul>	
		• 1 Planning Process summary page or 2 slides	
		<ul> <li>Project Summary Submission Proof</li> </ul>	
		<ul> <li>Up to 8 content divider pages or slides</li> </ul>	
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(90 points possible)</li> </ul>	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	·
RATING ACHIEVED (circle	one) Gold: 90-100 Silver: 70-89.99	Bronze: 1-69.99	
	CORE AND RATING (please initial)		
Evaluator 1 Ev	aluator 2 Evoluator 2 Ad	ult Room Consultant Event Lead Consultant	



# **FASHION DESIGN**

Rubric

0-3 points

Portfolio is illegible and

unorganized

Name of Particip	oant						
Chapter			State_	Team #_	Stati	on # Level	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	in the Planning s	2 All Planning Process teps are presented out not summarized	steps are	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Label and Explanation 0–3 points	<b>0</b> No label developed or	thorough explained	1 cept is present but not ly thought out, well, creative, or te for the audience	2 Label concept is two the following: creativ appropriate for the ir audience, thoroughly out or explained well	e, approprise Itended audience thought pattern	3 oncept is creative, riate for the intended e, well thought out, evident s of buying behavior was hed and studied	
Knowledge of the Intended Audience 0–3 points	<b>0</b> The participant display knowledge of the inter audience		<b>1</b> cipant displays limited e of the intended	2 The participant display of the intended audier not done research abo preferences or buying	s knowledge The par ice, but has knowle ut audienc	3 ticipant displays extensive dge of the intended e, and is explained	
Fabric Profiles 0–5 points Collection Design	0 No fabric profiles provided 0	1 At least one of the fabrics used in the collection design is represented with an inadequate swatch and/or limited information for the four description requirements 1 2	2 Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements 3 4 5	are represented by a half page or less with a swatch and adequate information for the four description requirements 6 7 8	are represented on a half-page or less with a swatch and adequate information for the four description requirements 9 10 11	represented on a half- page or less with a swatch and complete and appropriate information for the four description requirements 12	
0-12 points	No collection design provided	The collection design does not include four complete outfits	The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit	The collection design includes four complete outfits which are well designed, but would not function or fit well	The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience	contains four complete full color outfits, well designed, proper fit and function, and	
<b>Target Retailer</b> 0–2 points	No target retailer infor	<b>0</b> mation provided	Both the list of poten explanations of choic			<b>2</b> and explanations are well	
<b>Pricing</b> 0–2 points	No pricing information	<b>0</b> provided		1 es are missing or pricing ut or are not appropriate	All collection pieces pricing decisions are quality, and market	appropriate for the type,	
Career Path 0-5 points	0 No career path provided	1 Includes two or less goals	2 Includes three goals	3 Includes four goals	4 Includes five career path goals, but they are not well written, realistic, achievable, or challenging	5 Includes five well written realistic, achievable, and challenging goals for various stages of career path	
Works Cited/ Bibliography 0–3 points	0 No resources listed	Resources are current, or no project	1 /	<b>2</b> Reliable resources but inc style (see style sheet)		<b>3</b> of current and reliable /ILA or APA style ( <i>see style</i>	
Appearance	0		1	2		3	

Portfolio is neat, legible, and

professional, with correct

grammar and spelling

Neat, legible, professional, correct

effective organization of information

grammar and spelling used with

Portfolio is neat, but may contain

grammatical or spelling errors

and is organized poorly

#### Fashion Design Rubric (continued)

COLLECTION SAM							Points
Collection Sample	0		1	2-3		4	
Pattern	Not provided		ern pieces are included	All pattern pieces are in		l pattern pieces are included and	
0-4 points			bly instructions are	and complete assembly		beled appropriately for easy	
		incomplet	e	instructions are provid		sembly and clear step-by-step	
					as	sembly instructions are provided	
Collection Sample	0		1	2-3		4	
Condition	Not provided		sample is in poor	Collection sample is ac		ollection sample is actual size and	
0-4 points			and does not	and made out of the in		ade out of the intended fabric. It	
		adequate	y represent the design	fabric		well constructed and appropriate	
					fo	r a professional presentation	
ORAL PRESENTAT							
Organization/	0	12	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation c	overs Presentation covers	
0 – 10 points	done or presented	some topic elements	all topic elements	complete	information	all relevant	
	briefly and does not cover components		but with minimal	information but	completely bu	t does information with a	
	of the project		information	does not explain the	not flow well	seamless and logical	
				project well		delivery	
Relationship to	0	1	2	3	4	5	
Family and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of	Knowledge of	Knowledge of	
Consumer Sciences Coursework and	relationship	project and FCS	relationship of	project and FCS	project and	project and FCS	
Standards	between project and	coursework	project and FCS	coursework but not	relationship to	FCS is relationship is	
0-5 points	FCS	relationship	coursework	shared	evident and sh	ared evident and	
						explained well	
Knowledge of	0	1	2	3	4	5	
Textiles, Fashion,	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of	Knowledge of	Knowledge of	
and Apparel 0-5 points	of knowledge	knowledge	knowledge	subject matter is	subject matter	•	
o o pointo				evident but not	evident and sh		
				effectively used in	at times in the		
				presentation	presentation	throughout the	
						presentation	
Use of Portfolio and	0	1	2	3	4	5	
Collection Sample during Presentation	Portfolio and sample	Portfolio and sample	Portfolio and sample	Portfolio and sample	Portfolio and s	•	
0-5 points	not used during	used to limit amount	used minimally	incorporated	used effectivel		
o o pointo	presentation	of speaking time	during presentation	throughout	throughout	oral presentation,	
				presentation	presentation	portfolio and sample	
Voice – pitch,	0		1	2		3	
tempo, volume 0-3 points	Voice qualities not used	Voice qua	lity is adequate	Voice quality is good, b		pice quality is outstanding and	
•	effectively			improve	pl	easing	
Body Language/ Clothing Choice	0		1	2		3	
0-3 points	Uses inappropriate gest	, ,	posture, mannerisms	Gestures, posture, mar		estures, posture, mannerisms,	
o o pointo	posture or mannerisms	· · · · ·	ontact is inconsistent/	eye contact, and clothi	• •	ve contact, and clothing	
	eye contact/inappropria	ate clothing is	appropriate	appropriate	er	hance presentation	
Grammar/Word	clothing 0		1	2		3	
Usage/	Extensive (more than 5)	Some 12	) grammatical and	Few (1-2) grammatical	and Dr	esentation has no grammatical	
Pronunciation	grammatical and pronu		tion errors	pronunciation errors		pronunciation errors	
0-3 points	errors				01	pronunciation entris	
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropri		
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
0-5 points	questions	- 1	without ease or	questions	evaluators'	appropriate and	
	4		accuracy	1	questions	given without	

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

TOTAL

(90 points possible)

Evaluator Initial

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





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

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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

### FCCLA CHAPTER WEBSITE

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

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

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

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

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

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

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

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

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

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

### Specifications

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

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

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



#### FCCLA Chapter Website (continued)

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

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

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

#### For National Leadership Conference Participants ONLY

#### **Oral Presentation**

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

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



# **FCCLA CHAPTER WEBSITE**

**Preliminary Round** 

Rubric

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

 Chapter\_\_\_\_\_
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_\_

	T – DOCUMENTATI						Point
Home Page	<b>e</b> 1 1 1	0			1 2		
)-2 points	Site does not have a u	nique home page		e page specific for ch isitor tracker	napter use. Includes FCCLA e	mblem, social media feed(s)	
Project		0			1		
dentification Page )-1 point	Project Identification I includes incorrect info	Page is missing, is not com Inmation	-	-	age is present, contains part e, event name, and project t		
CCLA	0	1	2	3	4	5	
Planning Process		Inadequate steps in	All Planning Process	All Planning	Evidence that the	The Planning Process is	
Summary Page		the Planning Process	steps are presented	Process steps are		used to plan the project.	
)–5 points	provided	are presented	but not summarized	summarized	utilized to plan project	Each step is fully explained	-
Evidence of Online Project Summary Submission D or 1 point		<b>0</b> Not provided		Signed p	1 proof of submission from the	online form is included	
Nebsite Content		0			1		
Page, Subpage or Tabs for 8 minimum areas 0 or 1 point	Did not us	se one page, subpage, or t	ab for each	8 or more v	website pages, subpages, or	tabs for information areas	
Documentation/	0-1	2		3	4	5	
Works Cited/	None cited, or sources		tionable Copyright	statements and	Copyright statements and	Work is original, copyright	
Bibliography	are cited but no	and sources list is		ons are included	permissions are included	statements with	
0-5 points	permissions for using	incomplete	for most	sources but in	for all sources. Complete	permissions granted are	
	copyrighted work are included		inconsiste	ent format	list in MLA or APA style	included for all sources, in MLA or APA style	
WEBSITE CONT	ENT - INFORMA	τιον				ing for a rough	
Promotion of	0	1 2 3	4 5 6	578	9 10 11 12	13 14 15	
amily and	None provided	Website is limited in	Website promote		bsite promotes FCCLA	Website promotes with	
Consumer Sciences		the promotion of	FCCLA or FCS, bu		FCS as important. User	enthusiasm FCCLA and FCS	
and FCCLA		FCCLA and FCS	inconsistent mes	sages is no	ot moved beyond	as essential for all students.	
0-15 points			about the progra	ms curr	rent expectations	Expands user knowledge and moves beyond expectations	
Membership	0	1 2 3	4 5	5	67	8 9 10	
nformation	None provided	Limited information	Some informatio	n is Info	rmation to recruit,	Growth oriented	
0-10 points		is provided for membership growth	provided for mer growth		iin, and recognize nbership is included	recruitment, retention, and membership recognition is provided	
Awards/	0	1 2	3		4	5	
Recognition	None provided	Very few awards or	Some chapter an	d/or member Cha	pter and/or member	2-3 years of chapter and/or	
)- 5 points		recognitions included	d accomplishments limited FCCLA lev	s provided on acco vels prov	omplishments are vided for all FCCLA levels	member accomplishments are provided for all FCCLA levels	
Chapter Leadership	0	1	2	3 4		5	
D-5 points	None provided	Chapter officers a		pter officers and res provided	responsib	officers and detailed ilities are provided in an ead format	
Contact Information	0	1	2	3 4		5	
)-5 points	None provided	Minimal informat	•	tact information pro uires user to leave w		nformation provided and d into website	
ponsors/Thank	0	1 2		4 5	6 7	8 9 10	
ou Section	None provided	Limited informati	on and 1-3 partn	ers are	4-5 partners are	4-5 partners are recognized,	
)-10 points		no links provided		d and website	recognized and website links are included	partnership is explained, and website links are included	
Activities	0	1 2	3		4	5	
nformation and	None provided	Limited information	Limited inforr	nation Gener	ral information about	Comprehensive information	
Calendar		provided, but no	provided but	calendar chapt	er activities and chapter	about chapter activities and	
0-5 points		calendar is available	is not update	d colory	dar is up-to-date	chapter calendar is up-to-date	1

### FCCLA Chapter Website Rubric (continued)

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

ROUND 1 TOTAL

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

(100 points possible)



### FCCLA CHAPTER WEBSITE

STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	ECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(6 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(134 points possible)</li> </ul>	
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 2 80.00)		·
		FINAL SCORE divided by 140 possible points = RATING SCORE PERCENTAGE	
RATING ACHIEVED (circle or VERIFICATION OF FINAL SCO	ne) Gold: 90-100 Silver: 70-89.99 DRE AND RATING (please initial)	<b>Bronze:</b> 1-69.99	
Evaluator 1 Evalu	ator 2 Evaluator 3 Adu	Ilt Room Consultant Event Lead Consultant	



Name of Participant \_\_\_\_

### FCCLA CHAPTER WEBSITE National Leadership Conference

Rubric

Chapter			State	Team #	St	tation # Level	l
WEBSITE CONTEN	T – DOCUMENTATIO	ON					Points
Home Page		0			12		
0-2 points	Site does not have a u	nique home page	Home pag and visitor		se. Includes FCCLA e	emblem, social media feed(s)	
Project Identification Page 0-1 point	Project Identification P includes incorrect info	<b>0</b> Page is missing, is not comple rmation		dentification Page is pr chool, city, state, event	-	ticipants' names, chapter title	
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	the Planning Process	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plar project	5 The Planning Process is used to plan the project. n Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		<b>0</b> Not provided		Signed proof of	1 submission from the	e online form is included	
Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point	Did not us	0 e one page, subpage, or tab t	for each	8 or more website	1 pages, subpages, or	tabs for information areas	
Documentation/ Works Cited/ Bibliography 0-5 points	0 1 None cited, or sources are cited but no permissions for using copyrighted work are included	2 Copyright is question and sources list is incomplete	3 nable Copyright stat and permission included for m sources but in inconsistent fo	ns are permissi lost for all so list in MI	4 at statements and ons are included urces. Complete .A or APA style	5 Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style	
WEBSITE CONT	ENT - INFORMAT	ION					
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	0 None provided	1 2 3 Website is limited in the promotion of FCCLA and FCS	4 5 6 7 Website promotes eit FCCLA or FCS, but not both, inconsistent messages about the programs		otes FCCLA and nt. User is not	131415Website promotes with enthusiasm FCCLA and FCS as essential for all students.Expands user knowledge and moves beyond expectation	
Membership Information 0-10 points	0 None provided	1 2 3 Limited information is provided for membership growth	4 5 Some information is provided for membership growth	6 Information to and recognize r included		8 9 10 Growth oriented recruitment, retention, and membership recognition is provided	
Awards/ Recognition 0- 5 points	<b>0</b> None provided	1 2 Very few awards or recognitions included	3 Some chapter and/or member accomplishm provided by on limited FCCLA levels	Chapter and/or nents accomplishmer d for all FCCLA le	nts are provided	5 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels	
Chapter Leadership 0-5 points	0 None provided	Chapter office		3 4 Chapter officers and responsibilities are pro-	ovided resp	5 pter officers and detailed ponsibilities are provided in pasy-to-read format	
Contact Information 0-5 points	<b>0</b> None provided		1 2 rmation provided	3 4 Contact information p requires user to leave		5 tact information provided integrated into website	
Sponsors/Thank You Section 0-10 points	0 None provided	1 2 3 Limited information and no links provided	4 5 1-3 partners are recognized and websi links are included	. 6 4-5 partners ar	7 e recognized ks are included	8 9 10 4-5 partners are recognized, partnership is explained, and website links are included	
Activities Information and Calendar 0-5 points	0 None provided	1 2 Limited information provided, but no calendar is available	3 Limited information provided but calendar not updated	General inform	<b>4</b> ation about es and chapter	5 Comprehensive information about chapter activities and chapter calendar is up-to-date	

### FCCLA Chapter Website Rubric (continued)

Program of Work 0 2 3 4 5 6 7 9 10 8 1 0-10 points None provided Minimal information or Limited participation in Good participation in Excellent participation in local activities included in local, state, and national local, state, and state, and national programs is programs, limited areas included in a comprehensive national programs in program of work program of work included in program of work program of work WEBSITE CONTENT – DESIGN AND NAVIGATION Browser 4 0 1 2 3 5 Compatibility Website includes Website includes Website is functional for Website is fully functional Website is fully functional 0-5 points components that are not components that are only in at least 2 browsers and in at least 3 different 1 or more browsers but is functional without functional on 1 browser, not functional for mobile is functional for mobile browsers and is additional plugins. Is not and is not functional for device viewing device viewing functional for mobile functional on mobile mobile device viewing device viewing devices 0 2 5 Appearance 1 3 Δ 0-5 points Design choices negatively Design choices do not Design is inconsistently Design is mostly Neat, professional, fully support the project. applied or not professional, legible, and legible, and appropriate impact appearance. Many errors in word/text Noticeable errors begin appropriate for audience. appropriate for audience. in appearance for detract from the project to detract from the Some errors in spelling or Minimal errors in word audience. No errors in project grammar choices, spelling or word choices, spelling or grammar grammar Navigation 0 2 3 1 4 5 0-5 points Very difficult to navigate site or Some hyperlinks broken, some Hyperlinks work. Information All hyperlinks work and viewer find information. Does not return information not easily located mostly easy to locate can easily locate information and viewer to home page easily navigate site Licensing 0 5 0 or 5 points A Creative Commons license or copyright statement is included on the website The website was not licensed by the participant **ORAL PRESENTATION** Organization/ 0 1 2 3 4 5 6 7 8 9 10 Delivery Presentation is not Presentation covers Presentation covers Presentation covers Presentation covers Presentation gives 0 - 10 points done or speaks some topic elements all topic elements complete information all relevant briefly and does not but with minimal completely but does information with a information but cover components does not explain the seamless and logical information not flow well of the project project well delivery Knowledge of 0 2 4 1 3 5 Subject Matter Little or no evidence Minimal evidence Some evidence of Knowledge of subject Knowledge of Knowledge of subject 0-5 points of knowledge of knowledge knowledge matter is evident but subject matter is matter is evident and not effectively used in incorporated evident and shared presentation at times in the throughout the presentation presentation Relationship of ٥ 1 2 3 Δ 5 Family and Some knowledge of Knowledge of FCS Knowledge of FCS Knowledge of FCS No evidence of Minimal evidence of Consumer Sciences relationship FCS careers relationship of FCS careers and FCS careers and careers and FCS Coursework and between project and knowledge and FCS careers and FCS coursework but not relationship to FCS is relationship is Standards FCS careers coursework coursework shared evident and shared evident and 0-5 points relationship explained well Voice - pitch, 0 1 2 3 tempo, volume Voice qualities not used Voice quality is adequate Voice quality is good, but could Voice quality is outstanding and 0-3 points effectively pleasing improve Body Language/ ٥ 1 2 3 **Clothing Choice** Uses inappropriate gestures, Gestures, posture, mannerisms Gestures, posture, mannerisms, Gestures, posture, mannerisms, 0-3 points posture or mannerisms, avoids and eye contact is inconsistent/ eye contact, and clothing are eye contact, and clothing eye contact/inappropriate clothing is appropriate enhance presentation appropriate clothing Grammar/Word 0 2 3 1 Usage/ Extensive (more than 5) Some (3-5) grammatical and Few (1-2) grammatical and Presentation has no grammatical Pronunciation grammatical and pronunciation pronunciation errors pronunciation errors or pronunciation errors 0-3 points errors Responses to 2 4 0 1 3 5 Evaluators' Did not answer Unable to answer Responded to all Responded **Responses to questions** Gave appropriate Questions evaluators' some questions auestions but adequately to all responses to were appropriate and 0-5 points questions without ease or auestions evaluators' given without accuracy questions hesitation Evaluator's Comments - include two things done Evaluator # \_ **ROUND 2 TOTAL** well and two opportunities for improvement: (134 points possible) Evaluator Initial

Points

Room Consultant Initial





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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

### FOCUS ON CHILDREN

### Procedures and Time Requirements for Competition

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

# Specifications

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

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

#### **Oral Presentation**

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

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

# Focus on Children Specifications (continued)

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



### FOCUS ON CHILDREN

#### Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

- Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do NOT change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- **ROOM CONSULTANT CHECK** Points Picked up by adviser or designated adult during scheduled time **Registration Packet** No 0 Yes 3 0 or 3 points 0 2 **Online Event** Orientation Official documentation not provided Official documentation provided at presentation Documentation at presentation time or signed by time and signed by adviser 0 or 2 points adviser **Display Set-Up** 0 1 0-1 point Participants did not set up their Participants set up display during allotted time display within allotted time period period 0 1 **Display Dimensions** Does not fit with the appropriate The display fits/objects returned within display 0–1 point dimensions/objects not returned after presentation within display after presentation 1 0 **Project Identification Page** Project ID page is present and completed Project ID page is missing or 0–1 point incomplete correctly Λ 1 **Project Summary** Project Summary Submission missing Project Summary Submission present Submission Proof 0–1 point 0 1 Punctuality Participant was late for presentation Participant was on time for presentation 0–1 point **ROOM CONSULTANT TOTAL EVALUATORS' SCORES** Evaluator 1 Initials (10 points possible) Initials \_\_\_\_\_ AVERAGE EVALUATOR SCORE Evaluator 2 Initials (90 points possible) Evaluator 3 divided by number of evaluators FINAL SCORE Total Score = AVERAGE EVALUATOR SCORE (Average Evaluator Score plus Room Consultant Total) Rounded only to the nearest hundredth (i.e. 79.99 not 80.00) **RATING ACHIEVED** (circle one) **Gold:** 90-100 Silver: 70-89.99 Bronze: 1-69.99 VERIFICATION OF FINAL SCORE AND RATING (please initial) Evaluator 1 Evaluator 2 Evaluator 3 Adult Room Consultant Event Lead Consultant
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.



# FOCUS ON CHILDREN

Rubric

Name of Participant \_

Chapter			State	Team #	Statio	n # Level	
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Addresses a Specific Need 0-5 points	0 Project did not address a specific child development need	1 Project did no show evidence of research	2 Project addressed a specific need, concern, or issue involving child development	3 Project addressed needs, concerns or issues involving child development which were researched	4 Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	5 Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0-6 points	0 No evidence	1 Limited information on how the project impacted children or the community	2 Clear understanding of the positive effect on children, but not how it has impacted the community	3 Impact on the community was shown	4 Clear understanding of the positive impact on children and the community with various sources of data and information	5 6 Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0-5 points	0 No evidence of child development concepts being used	1 Child development concepts were limited	2 Little evidence of child development concepts being applied to the project	3 Child development concepts were known to the participants	4 Extensive evidence child development concepts were applied and utilized in the project	5 Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0-5 points	0 No evidence of working with children	1 Evidence some of the participants worked with the children, but not all of them were actively involved	2 All participants were involved with working with children	3 Participants were involved with children and could articulate what they had learned	4 Evidence of all participants involved working with children during the "ACT" step of the Planning Process	5 Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	0 Display does not document or illustrate project	1 Display has many errors and is not aesthetically pleasing	2 Display has minimal appeal both in design and content	3 Display needs some improvement in content and design	4 Display is highly creative but lacks real content/Display has strong content and lacks creativity	5 Display is creative, appropriate, and of high quality/Display has good word, color, and design choices	
ORAL PRESENTAT	TION						Points
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
<b>Identify Concerns</b> 0-5 points	0 No evidence of concerns	1 A limited explanation of concerns was given	2 Evidence of several concerns but no research or data given as reference	3 Evidence of 2 or more concerns were generated with some data	4 Evidence of 2 or more concerns were generated from current research and data	5 Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	0 No goal was evident	1 Goal set was not attained or achievable in the time frame of the project	2 The goal was not clearly defined	<b>3</b> Goal was defined in a limited manner	4 The goal was clearly defined, explained in detail, and partially measurable	5 Goal was explained, desired outcome was understood, and measurable	

# Focus on Children Rubric (continued)

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

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

(90 points possible) Evaluator #

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





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

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



#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

### FOOD INNOVATIONS

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

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

### **Specifications**

#### Display

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

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4	
Project Identification Page		<i>per,</i> with no <i>graphics</i> or decorati city, state, event name, and proj		
FCCLA Planning Process Summary Page		of how each step of the <i>Planning i</i> ne <i>Planning Process</i> may also be o		
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA S Portal, and include signed proof of submission in the display.			
Original Prototype Formula(s)	alteration, including the final fo in each modified formula. The c of the national food product to	rmula(s) and the modified version rmula(s). Changes from the previo riginal prototype formula(s) must pic. The final formula(s) may be fr upport the choice of the final form	ous version should be highlighted t fit within the participants' level om any stage of development,	

# Food Innovations Specifications (continued)

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

#### **Suggested Product Packaging**

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

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

#### **Oral Presentation**

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

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

# Food Innovations Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4
Use of <i>Display</i> and <i>Visuals</i> During Presentation	Use display and visuals to support	, illustrate, or complement prese	ntation.
Voice	Speak clearly with appropriate pit	ch, tempo, and volume.	
Body Language/Clothing Choice	Use appropriate body language in appropriate handling of notes or r dress, or costume appropriate for	ote cards if used. Wear FCCLA of	
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage,	and pronunciation.	
Responses to Evaluators' Questions	Provide clear and concise answers after the presentation.	to evaluators' questions regardin	ng project. Questions are asked

#### 2021-2022 Competition Topics



#### **Meal Kit Components**

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

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

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

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

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



### FOOD INNOVATIONS

#### **Point Summary Form**

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CHI	ECK		Points
<b>Registration Packet</b>	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Display Set-Up	0	1	
0-1 point	Participants did not set up their display within allotted time period	Participants set up display during allotted time period	
Display Dimensions	0	1	
0–1 point	Does not fit with the appropriate	The display fits/objects returned within display	
	dimensions/objects not returned	after presentation	
	within display after presentation	1	
Project Identification Page	0	-	
0–1 point	Project ID page is missing or	Project ID page is present and completed	
Due is at Common and	incomplete 0	correctly 1	
Project Summary Submission Proof	Project Summary Submission missing	Project Summary Submission present	
0–1 point	roject summary submission missing	ribjeet summary submission present	
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES	· · ·	ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	•
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)	
RATING ACHIEVED (circle or VERIFICATION OF FINAL SCO	, .	Bronze: 1-69.99	
Evaluator 1 Evalu	ator 2 Evaluator 3 Adu	Ilt Room Consultant Event Lead Consultant	



# FOOD INNOVATIONS

Rubric – Level 1

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

Chapter			Stat	e Team	# Stati	on # Level_	
DISPLAY							Points
FCCLA	0	1	2	3	4	5	r onto
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate ste in the Planning Process are presented	ps All Planning Process s	teps All Planning Pro	-	The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype	0	1 2	3 4	56	7 8	9 10	
Formula(s) 0-10 points	No prototype formula(s) provided/formula (s) do not fit within the current food product topic	One or more versions of the prototype and final prototype presented and within the curre food product to	fit presented and fit ent within the current	Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing	0	1 2	3 4	5 6	7 8	9 10	
Method 0-10 points	No evidence of product testing provided	Product testing does not follow the specificatio	specifications but the	twice according ot specifications w	to twice according to specifications with a appropriate nod evaluation method oup. the focus group. Samples of the	appropriate evaluation for method for the focus group. Samples of the method and results are presented in a t professional manner. Most feedback from testing is well-	
Process Storyboard		0		1		implemented 2	
0-2 points	No process storyboa	•	Limited photogra	-	nents Appropriate number photographs, arrange	,	
Nutrition Information 0-5 points	information in provided c s	nformation is does not meet s pecification r equirements r i	s complete (see is co pecifications for spec equirements) but requines of the major	inplete (see colling cifications for for uirements) and the De pority of the ap	mplete (see specifications requirements) correct. monstrates an propriate level of owledge for participant	5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant level	
Equipment, Safety	0		1		2	3	
and Sanitation 0-3 points	No equipment list of and sanitation preca	autions AN	th the equipment list is incom D safety and sanitation preca inappropriate		anitation safety a	ipment list is complete and nd sanitation precautions opriate	
Product Summary		0		1		2	
0-2 points	No product s	summary provided	Product summar and/or is poorly	y is lacking information written	Product summary in and product appeal	ncludes name, target market, and is well written	
Actual and Suggested Pricing 0-3 points	0 No pricing informati		1 Actual cost of one serving and one package is missing or inaccurate AND suggested pri is missing or inappropriate	Actual cost of or one package is n	nissing or one pa uggested pricing sugges	3 cost of one serving and ckage is accurate; ted pricing is appropriate, pocess is explained	
<b>Appearance</b> 0-3 points	<b>0</b> Display is illegible ar	nd unorganized	1 Display is neat, but contains grammatical or spelling errors and is organized poorly	Display is neat, l	<b>2</b> egible, and Neat and th correct gramma	3 d professional, correct r and spelling used, effective	

### Food Innovations Rubric Level 1 (continued)

Points

Design	0			1			2		3		_
ffectiveness -3 points	Suggested product p provided	packaging not	exhibit cr and/or we	g design does i eativity and in ould not be ef g, shipping, an ict	novation, fective in	would be effec	nnovation, tive in pping, and	, and innova contair produc	ing design exhibits tion, and would be ting, shipping, and s t. Description of act sed is included	effective in storing the	
1arketability	0			1		2			3		
0-3 points	Suggested product p not provided	ii	nformation	missing requi (see specifica visual appeal dience	tions)	Packaging contains required informati specifications) and appeal for the inte	on (see has some	requir visual specif	ging contains all of ed information (see ications) and has hi Il for the intended a	e gh visual	
Appearance		0				1			2		
)-2 points	Suggested product	t packaging not p	provided	0 0	•	essional, not of high mmatical or spelling			ofessional, of high q rect grammar and s		
ORAL PRESENT	ATION										
Organization/	0	1	2	3	4	56		78	9	10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentatic some topic		Presentation all topic ele but with m information	ements inimal	Presentation gi complete information bu does not expla project well	ıt	Presentation co information completely but not flow well	all releva does informati		
Explanation of	0	1		2		3		4		i	
Product Choice	No product	Product choice	Pr	oduct choice	Pr	oduct choice	Product	•	Product cho	-	
0-5 points	choice explanation	explanation was brief and produ choice is not thought out or appropriate for	s ex ct br pr ap to	planation was ief but the oduct choice i propriate for pic and	s ex cle s Pr ap	planation was ear and thorough. oduct choice is propriate for pic and audience	explanat thoroug that the was thou appropri	tion was clear a h. Some eviden product choice ught out and iate for topic an	nd explanation ce thorough. It that the pro was though d highly appro	was clear and is evident duct choice t out and opriate for	
Knowledge of Food		topic and audie	nce au	idience 2		3	target au	udience	topic and ta	rget audience	
Science, Dietetics, and Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge		-	not effec presenta	ge is evident but tively used in tion, Food prototype area	and shar the pres	dge is evident red at times in entation, Food prototype area ned	Knowledge is e incorporated th the presentatic included Food S prototype area	nroughout on and Science	
Relationship of	0	1				2			3		
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between project and FCS	Minimal ev FCS course	idence work	-	ogram id	onship to FCS is good entified. FCS career		national progra	CS relationship is en m identified, and b FCS career pathway	oth	
Use of Display and	0	1				2			3		
Visuals during Presentation 0-3 points	Display and visuals not used during presentation	Display and used minim during pres	nally	Display and presentatio		ncorporated throug		Presentation m presentation ar	oves seamlessly be Id display	tween oral	
Voice – pitch,	0			1			2		3		
t <b>empo, volume</b> D-3 points	Voice qualities not u effectively	used	Voice qua	lity is adequat	te	Voice quality is could improve	good, but	: Voice pleasi	quality is outstandi ng	ing and	
Body Language/ Clothing Choice D-3 points	<b>0</b> Uses inappropriate g posture or manneris contact/inappropria	sms, avoids eye	and eye c	1 posture, man ontact is incor s appropriate		Gestures, posti mannerisms, e clothing are ap	ye contact	, and conta	<b>3</b> res, posture, mann ct, and clothing enh ntation	-	
Grammar/Word Usage/ Pronunciation D-3 points	0 Extensive (more tha grammatical and pro errors			1 5) grammatica ation errors	land	Few (1-2) gram pronunciation	<b>2</b> Imatical an		<b>3</b> ntation has no gran nciation errors	nmatical or	
Responses to	0	1		2		3		4	5		
Evaluators' Questions D-5 points	Did not answer evaluators' questions	Unable to answ some questions	qu	esponded to al lestions but w lse or accuracy	ithout	Responded adequately to all questions	respon	ppropriate uses to tors' questions	Responses to were appropr given without	iate and	
Evaluator's Cor	questions nments – include tunities for impro	-			/	questions	evalua	·	given without TOTAL points possible)		

Evaluator Initial

Room Consultant Initial \_

Evaluator # \_\_\_\_\_



### FOOD INNOVATIONS

Rubric – Level 2

Name of Participant \_\_\_\_

Chapter			St	tate	Team	n #	Statio	n # Level	
DISPLAY									Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate ste in the Planning Process are presented			<b>3</b> All Planning Pro steps are summarized	cess Evidence		5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype Formula(s) 0-10 points	0 No prototype formula(s) provided/formula (s) do not fit within the current food product topic	1 2 One or more versions of the prototype and final prototype presented and within the curr food product t	final prototype formula(s) are fit presented and fit ent within the current	nd version curren well-w curren topic, change	5 6 al, each modified n with the t formula(s) are rritten, fit the t food product and track es from previous ns	7 Prototype form well-written, fit the current foo topic, and track The final formu product goals a represents an a understanding and culinary pri	s within d product s changes. la(s) meet nd dequate of scientific	9 10 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	0 No evidence of product testing provided	1 2 Product testing does not follow the specification	v specifications but t	he Is not	5 6 Product was test twice according specifications w an appropriate evaluation meth for the focus gr Samples of the method and ress are presented	7 sted Product to twice acc vith specifica appropri hod evaluatic oup. the focus Samples are prese	8 was tested cording to tions with an ate on method fo g group. of the and results ented. Most from testing	9 10 Product was tested twice according to specifications with an appropriate evaluation r method for the focus group. Samples of the method and results are presented in a professional manner.	
Process Storyboard 0-2 points	No process storyboar	<b>0</b> d presented	Limited photo	1 graphs, co	nfusing arrangem	nents Appropria		<b>2</b> ninimum 15) of	
Nutrition Information 0-5 points	information in provided nc sp	1 utrition formation does ot meet ecification quirements		Nutrition is complet specificati requireme majority c	te (see cons for fents) and the cons for for fents) and the cons for t	photograp 4 Nutrition informat complete (see spector requirements) Demonstrates an appropriate level of knowledge for par evel	ion is l cifications c correct. s of l ticipant l	well to tell a story 5 Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advancec evel of knowledge for participant level	
Equipment, Safety and Sanitation 0-3 points	0 No equipment list or safety and sanitation precautions		1 quipment list is incomplete and sanitation precautions	-	<b>2</b> ipment list is inco nd sanitation pred	omplete OR The cautions are and app	equipment l sanitation p ropriate. Ser	3 ist is complete and safety recautions are vSafe procedures are os are included	
Product Summary 0-2 points	<b>0</b> No product summa	ry provided	1 Product summary is lackir information and/or is poo	•				narket, and product appea ethods are described	
Actual and Suggested Pricing 0-3 points	<b>0</b> No pricing informatio	n provided	1 Actual cost of one serving a one package is missing or inaccurate AND suggested is missing or inappropriate	pricing	Actual cost of or one package is r inaccurate OR su is missing or in a	nissing or uggested pricing	one pack suggeste	<b>3</b> ast of one serving and age is accurate; d pricing is appropriate, ess is explained	
Appearance 0-3 points	<b>0</b> Display is illegible and	d unorganized	1 Display is neat, but contair grammatical or spelling er and is organized poorly		Display is neat, l professional, wir grammar and sp	th correct		3 professional, correct and spelling used, effective on	

### Food Innovations Rubric Level 2 (continued)

Points

SUGGESTED PR			-	-	
Design	0	1	2	3	
ffectiveness 0-3 points	Suggested product packaging not provided	exhibit creativity and innovation, and/or would not be effective in	would be effective in	containing, shipping, and storing the	
		containing, shipping, and storing		product. Description of actual material	s
Marketability	0	the product 1	storing the product	to be used is included	
D-3 points	Suggested product packaging not provided	Packaging is missing required information (see specifications) and/or lacks visual appeal for the	Packaging contains all of the required information (see specifications) and has some visu	Packaging contains all of the required information (see	
		intended audience	appeal for the intended audience	appeal for the intended audience	
Appearance D-2 points	<b>0</b> Suggested product packaging no			<b>2</b> xaging is professional, of high quality, ole, and correct grammar and spelling used	
ORAL PRESENT	ATION				
Organization/	0 1	2 3 4	56	7 8 9 10	
<b>Delivery</b> D – 10 points	Presentation is not Presenta	tion covers pic elements but with minimal information	Presentation gives Pres complete info information but com	entation covers rmation all relevant pletely but does flow well seamless and logical delivery	
Explanation of	0 1	2	3	4 5	
Product Choice 0-5 points	No product Product choice choice explanation was explanation brief and produc choice is not thought out or appropriate for topic and audien	explanation was expl t brief but the and product choice is Proc appropriate for appr topic and audience and	thorough. thorough. So duct choice is that the pro- ropriate for topic was thought	was clear and explanation was clear ar ome evidence thorough. It is evident duct choice that the product choice out and was thought out and for topic and highly appropriate for	
Knowledge of Food	0 1	2 3	4	5	
Science, Dietetics, and Nutrition D-5 points	Little or no Minimal evidence of evidence of knowledge knowledge	Some Knowledge is evic evidence of not effectively us knowledge presentation, Foc Science prototype not mentioned	ed in shared at times in th od presentation, Food S	e incorporated throughout the cience presentation and included	
Relationship of Family and Consumer Sciences Coursework and Standards D-3 points		1 evidence of FCS Knowledge ork relationship good, natic	onal program identified. na pathway identified ex	3 owledge of FCS relationship is evident, tional program identified, and both plained well. FCS career pathways entified	
Use of Display and Visuals during Presentation D-3 points				<b>3</b> esentation moves seamlessly between al presentation and display	
Voice – pitch, tempo, volume D-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice D-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids ey contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	Z Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 1 Did not answer Unable to an evaluators' some question questions		3 Responded Gave appro adequately to all responses questions evaluators'		
	nments – include two thing tunities for improvement:	s done well		TOTAL (90 points possible)	

Room Consultant Initial \_

Evaluator # \_\_\_\_\_



# FOOD INNOVATIONS

Rubric – Levels 3 and 4

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

Chapter			State	Team #	Station	n # Level_	
DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project,	5 The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype Formula(s) 0-10 points	formula(s) provided/formula (s) do not fit within the current food product	1 2 One or more versions of the prototype and final prototype presented and fit within the curren food product top	modified version, and ver final prototype cur formula(s) are wel presented and fit cur t within the current top ic food product topic, cha	sion with the we rent formula(s) are the II-written, fit the toj rent food product Th ic, and track pro- inges from previous rej sions un	ell-written, fits within e current food product pic, and tracks changes. e final formula(s) meet oduct goals and presents an adequate derstanding of scientific	9 10 Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	product testing	1 2 Product testing does not follow the specifications	3 4 Product testing followed specifications but the chosen method was not appropriate for the focus group audience	5 6 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	7 8 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	9 10 Product was tested three times according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well- implemented	
Process Storyboard		0		1		2	
0-2 points	No process storyboard	presented	Limited photographs,	confusing arrangements	Appropriate number (m photographs, arranged v		
Nutrition Information 0-5 points	0 No nutrition information provided	1 Nutrition infor does not meet specification requirements		3 Nutrition information is complete (see specifications for requirements) and the majority of the information is correc	4 Nutrition information is complete (see specifications for requirements) correct. Demonstrates an	5 Nutrition information is complete (see specifications for	
Equipment, Safety and Sanitation 0-3 points	<b>0</b> No equipment list or safety and sanitation precautions		1 ment list is incomplete The eq d sanitation precautions OR safe ste precau		e The equipment list is co	<b>3</b> mplete and safety and are appropriate. ServSafe	
Product Summary 0-2 points	<b>0</b> No product summary		1 roduct summary is lacking nformation and/or is poorly writ		<b>2</b> rry includes name, target m ten. Sensory evaluation me		
Actual and Suggested Pricing 0-3 points	0 No pricing information	provided Ador or in	1 tual cost of one serving and he package is missing or accurate AND suggested pricing missing or inappropriate	Actual cost of one se one package is missir inaccurate OR sugges is missing or in appro	rving and Actual cos ng or one packa sted pricing suggested	3 st of one serving and age is accurate; I pricing is appropriate	
Appearance 0-3 points	<b>0</b> Display is illegible and	gr	1 splay is neat, but contains ammatical or spelling errors nd is organized poorly	2 Display is neat, legibl professional, with co grammar and spellin	e, and Neat and p rrect grammar a	<b>3</b> rofessional, correct nd spelling used, effective m	

### Food Innovations Rubric Level 3 and 4 (continued)

Design	0			1			2		3	
ffectiveness	Suggested product p	backaging not	Packaging	design does r	not	Packaging d	esign exhibits	s Packaging	design exhibits creativity and	ł
-3 points	provided	00	exhibit cre	ativity and in	novation.	creativity an	d innovation		n, and would be effective in	
	h			uld not be eff	-	would be ef			s, shipping, and storing the	
				, shipping, an			shipping, and		Description of actual materials	
					u storing	-		-	-	,
			the produ			storing the p		to be used	l is included	
Varketability	0			1			2		3	
)-3 points	Suggested product p			missing requi		Packaging conta		Packagin	g contains all of the	
	not provided		information	(see specifica	tions)	required inform	ation (see	required	information (see	
			and/or lacks	visual appeal	for the	specifications) a	ind has some	visual specifica	tions) and has high visual	
			intended aud	dience		appeal for the ir		•	or the intended audience	
Appearance		0				1		chie appearie	2	
)-2 points	Currented produce	•	provided	Dockoging		-	ah awalitu	Dackaging is profe	-	
2 points	Suggested product	t packaging not	provided		•	ssional, not of hi	• • •		ssional, of high quality,	
				and/or cor	tains gran	mmatical or spell	ing errors	legible, and correc	t grammar and spelling used	
ORAL PRESENT	ATION									
Organization/	0	1	2	3	4	5	6	78	9 10	1
Delivery	Presentation is not	Presentat		Presentatio		Presentation		Presentation cove		
0 – 10 points	done or presented						0			
	briefly and does not	some top	c elements	all topic ele		complete		information	all relevant	
	cover components			but with m		information		completely but do		
	of the project			informatio	n	does not exp	plain the	not flow well	seamless and logical	
	or the project					project well			delivery	
Explanation of	0	1		2		3		4	5	1
Product Choice		Product choice	Prod	uct choice	Prod	luct choice	Product c	hoice explanation	Product choice	
)-5 points								•		
6 T T		explanation was		anation was		anation was		and thorough.	explanation was clear an	ų
	-	prief and produ		but the		r and thorough.		dence that the	thorough. It is evident	
	C	hoice is not	proc	uct choice is	Prod	luct choice is	product c	hoice was thought		
	t	hought out or	appr	opriate for	appr	opriate for	out and a	ppropriate for	was thought out and	
	â	ppropriate for	topi	and	topic	c and audience	topic and	target audience	highly appropriate for	
		opic and audie	-		1- 10			J	topic and target audience	e
Knowledge of Food	0	1 1	uuui	2		3		4	5	7
Science, Dietetics,	-	_	<b>C</b> -		- ا- ماريم م	-	Knowlede	•	•	1
and Nutrition	Little or no	Minimal	Som		•	is evident but	0	is evident and	Knowledge is evident and	1
	evidence of	evidence of	evid	ence of n	ot effectiv	ely used in	shared at ti	mes in the	incorporated throughout	
0-5 points	knowledge	knowledge	knov	vledge p	resentatio	on, Food	presentatio	on, Food	the presentation and	
				S	cience pro	ototype area	Science pro	ototype area	included Food Science	
					ot mentio		mentioned		prototype area	
Relationship of	0		1			2			3	-
amily and	No evidence of		-	K Is do.		2			•	
Consumer Sciences		Minimal e		•		onship to FCS is go	,	0	relationship is evident,	
Coursework and	relationship	FCS cours	ework		•	entified. FCS care	er	national program i	dentified, and both	
Standards	between project an	d relationsh	ip	pathway id	entified			explained well. FC	S career pathways identified	
)-3 points	FCS									
Jse of Display and	0		1			2			3	+
/isuals during	-		-	Display a st	d viewele '	-	uahaut	Drecentetien	-	
Presentation	Display and visuals	Display ar				ncorporated thro	•		es seamlessly between oral	
)-3 points	not used during	used mini	-	presentatio	n			presentation and o	display	
•	presentation	during pre	esentation							
/oice – pitch,	0			1			2		3	
empo, volume	Voice qualities not u	ised	Voice qua	ity is adequat	e	Voice quality	y is good, but	Voice au	ality is outstanding and	
)-3 points	effectively	-		,		could impro		pleasing		
Body Language/				4				Picasilig	2	+
Clothing Choice	0		<b>C</b>	1		<b>A</b> .	2	-	3	
	Uses inappropriate			posture, man		Gestures, po			, posture, mannerisms, eye	
0-3 points	posture or manneris			ontact is incor	isistent/	mannerisms	, eye contact	, and contact,	and clothing enhance	
	contact/inappropria	te clothing	clothing is	appropriate		clothing are	appropriate	presenta	tion	
Grammar/Word	0			1		~	2	· · ·	3	Ι
Jsage/	Extensive (more tha	n 5)	Some (2-5	) grammatica	land	Few (1-2) gr	- ammatical ar	nd Proconta	tion has no grammatical or	
Pronunciation	grammatical and pro		•	tion errors	and	1 10			e e	
0-3 points			Pronuncia	0011 011015		pronunciatio	1015	pronunc	iation errors	
	errors			-					<u> </u>	
Responses to	0	1		2		3		4	5	
Evaluators'	Did not answer	Unable to answ	ver Re	sponded to al	l .	Responded	Gave a	appropriate	Responses to questions	
Questions	evaluators'	some question	s qu	estions but w	ithout	adequately to a	all respor	nses to	were appropriate and	
0-5 points	questions		ea	se or accuracy	/	questions	-	tors' questions	given without hesitation	
	•					4000000	C Valua	4400000		<u> </u>
			donowo							
Evaluator's Con	nments — include									
Evaluator's Cor	nments – include	e two things	uone we	11					TOTAL	

Evaluator Initial

Room Consultant Initial

Evaluator # \_\_\_\_\_

**STAR** Hospitality, Tourism, and Recreation



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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

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

### HOSPITALITY, TOURISM, AND RECREATION

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

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

### **Specifications**

#### **Hardcopy Portfolio**

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

#### **Electronic Portfolio**

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

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

# Hospitality, Tourism, and Recreation Specifications (continued)

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

Up to 35 8 ½" x 11" pages or 45 slides (continued)		<ul> <li>Tourism: <ul> <li>area attractions, dining, shopping, and lodging</li> <li>transportation information</li> <li>tourist tips</li> <li>visitor's guide</li> <li>upcoming events</li> <li>vacation packages and/or sample itineraries</li> <li>cost</li> <li>contact information</li> </ul> </li> <li>Event Coordination: <ul> <li>type(s) of events/meetings</li> <li>services provided</li> <li>preferred suppliers</li> <li>client meetings</li> <li>risk management</li> <li>cost</li> <li>contact information</li> </ul> </li> <li>To deliver <i>content</i> for the Business Website section, create a website for the business using a free website builder (see <i>Resources</i> below). The website should easily allow potential and/or committed clients to fully understand and/or utilize the services and amenities provided. Include screen shots of the website in the <i>portfolio</i>. If an internet connection is available, participants may use their actual website rather than their <i>portfolio</i> to present the Business Website information only. The remainder of the project is presented through the hard copy or electronic portfolio. The website should be user-friendly.</li> </ul>
	Customer Service Strategy	Develop a method for receiving client praise and customer complaints. Describe the process for disseminating praise to staff and utilizing testimonials. Describe the process for handling customer complaints and preventing problems in the future.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

#### **Oral Presentation**

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

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

Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

#### **Case Study**

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

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

#### Resources

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

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



Name of Participant

### HOSPITALITY, TOURISM, AND RECREATION

**Point Summary Form** 

Chapter		State	Team #	Station #	Level	

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

ROOM CONSULTANT CH			Points
Registration Packet		esignated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes 3	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by adviser	time and signed by adviser	
0 or 2 points	0	1	
Hardcopy Portfolio 0–1 point or	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
Electronic Portfolio	0	1	
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the	
	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
		Portfolio contains no more than 47 single-sided	
		pages or 58 slides completed correctly,	
		including:	
		1 project ID page or slide	
		• 1 table of contents page or slide	
		1 Planning Process summary page or 2 slides	
		Project Summary Submission Proof	
		<ul> <li>Up to 8 content divider pages or slides</li> <li>Up to 35 content pages or 45 content slides</li> </ul>	
Punctuality	0	• Op to 55 content pages of 45 content sides	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
valuator 1	Initials	(10 points possible)	
valuator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	· _
otal Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	<u> </u>
RATING ACHIEVED (circle o	one) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99	
•	CORE AND RATING (please initial)		
Evaluator 1 Eva	luator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant	



0-2 points

### HOSPITALITY, TOURISM, AND RECREATION

Rubric

Name of Participant Station # Chapter State Team # Level PORTFOLIO Points FCCLA 0 1 2 3 4 5 **Planning Process** Planning Inadequate steps in All Planning Process All Planning Process Evidence that the The Planning Process Summary Page Process Planning Process the Planning Process steps are presented is used to plan the steps are 0–5 points summary not are presented but not summarized summarized was utilized to plan project. Each step is provided project fully explained **Project Focus Area** 0 1 0-1 point No focus area identified Focus area identified Focus Area Career 0 1 2 3 Summary Career summary was not Summary was missing two or Summary was missing one Summary was complete, (Careers, descriptions included more components, and showed component, though showing showing substantial knowledge of entry-level and minimal knowledge and knowledge and understanding and understanding of jobs in upper level jobs, understanding of jobs in the of jobs in the focus area the focus area qualifications, skills focus area required and preferred job outlook, salary ranges) 0-3 points Background 1 2 0 3 4 5 Research No Little research Research is from Research is from Research is from Research is from appropriate 0-5 points background sources, covers three done using appropriate appropriate sources, appropriate sources, research poor sources. sources, but covers three covers three businesses, fully provides and missing 1overview and five positive provided missing one businesses, but businesses, and fully 2 businesses business missing some of the provides overview and five negative practices required positive and and five positive and for each. Information is negative practices for five negative effectively communicated in each practices for each an organized manner **Business Mission** 0 1 2 Statement Business/campaign mission is provided but No business/campaign mission provided Business/campaign mission is concise, well 0-2 points poorly written or fails to convey message of thought out, and conveys message of what what the business represents the business represents **Target Client Profile** ٥ 1 2 0-2 points No target client profile provided Target client profile is incomplete or Target client profile accurately communicates audience and provides sensible reasons for inaccurate their interest in the services/business **Business Website:** 2 ٥ 1 3 Comprehensive Website does not provide Website partially Website fully communicates Website fully communicates Overview general information about communicates the purpose and the purpose and general the purpose and 0-3 points business/campaign general information about the information about the comprehensive overview of the business/campaign in an business/campaign in an business/campaign in an effective manner adequate manner effective manner **Business Website:** 1 0 2 3 4 5 6 7 8 9 10 **Client Services and** Website does not Website is missing Website is missing Website is Website includes all Website includes all Knowledge of provide 5 or more of the 3-4 of the client missing 1-2 of the topics required for topics required for the **Respective Area** information about client services or services or topics client services or the focus area, focus area, client 0-10 points client services topics required for required for focus topics required client services are services are well well developed, for focus area developed, thorough, focus area area thorough, and and effectively effectively communicated to communicated to potential clients. potential clients Demonstrates hospitality, tourism and recreational knowledge Business Website: 0 1 2 Ease of Use Website is confusing and difficult to navigate Website effectively communicates information Website is not provided 0-2 points and is easy to navigate **Business Website:** 0 1 2 Appearance and Website is visually appealing Website is visually appealing, but for the Website is visually appealing for the target Design clientele wrong market

# Hospitality, Tourism, and Recreation Rubric (continued)

Customer Service	0	1	2	3	4	5	
Strategy	No customer	Customer service	Developed a	Developed a customer	Developed a	Developed a customer	
0-5 points	service strategy	strategy provided	customer service	service strategy for	customer service	service strategy for	
	provided	though poorly	strategy for	receiving positive	strategy for receiving	receiving positive feedback,	
		thought out	receiving positive	feedback, criticism, and	positive feedback,	criticism and client	
		-	feedback and client	client complaints.	criticism, and client	complaints. Provides a	
			complaints	Provides a process for	,	comprehensive process for	
			complainte	staff recognition, though	a process for staff	staff recognition, utilization	
				no plan for preventing	recognition and	of testimonials, and	
					•		
				future problems	prevention plan for	prevention plan for future	
					future problems	problems	
Vorks Cited/	0		1	2		3	
Bibliography	No resources listed		urces are incomplete, no			lete list of current and	
–3 points		curre	nt, or not reliable for	style (see style she	et) reliab	e resources, in MLA or APA	
		proje	ct		style (	see style sheet)	
ppearance	0		1	2		3	
-3 points	Portfolio is illegible	and Portf	olio is neat, but may cor	ntain Portfolio is neat, le	egible, and Neat, le	gible, professional, correct	
•	unorganized		matical or spelling error			ar and spelling used with	
	Ū.	•	s organized poorly	grammar and spel		e organization of information	
DRAL PRESENT							
Drganization/	0	1 2	3 4		78	9 10	
Delivery	Presentation is not	Presentation co	overs Presentation c	overs Presentation give	es Presentation cov	ers Presentation covers	
) – 10 points	done or presented	some topic	all topic eleme	nts complete	information	all relevant	
	briefly and does no	t elements	but with minin	nal information but o	does completely but	information with a	
	cover components		information	not explain the	does not flow we	ell seamless and logical	
	of the project			project well		delivery	
(nowledge of	0	1	2	3	4	5	
Subject Matter	-	⊥ Minimal	Z Some evidence o	•	•	ح Knowledge of subject	
)-5 points	Little or no			0	Knowledge of	° ,	
o ponto	evidence of	evidence of	knowledge	subject matter is	subject matter is	matter is evident and	
	knowledge	knowledge		evident but not	evident and shared		
				effectively used in	at times in the	throughout the	
				presentation	presentation	presentation	
Jse of Portfolio and	0	1	2	3	4	5	
isuals during/	Portfolio and	Portfolio and	Portfolio and	Portfolio and visual	s Portfolio and visua	ls Presentation moves	
Presentation	visuals not used	visuals used to		incorporated	used effectively	seamlessly between	
)-5 points	during presentation			1	throughout	oral presentation,	
		time	presentation	presentation	presentation	portfolio and visuals	
/oice – pitch, tempo,	0	time	•			3	
volume	•		1	2		•	
)-3 points	Voice qualities not	usea Vo	ice quality is adequate	Voice quality is go		e quality is outstanding and	
•	effectively			improve	plea	·	
Body Language/	0		1	2		3	
Clothing Choice	Uses inappropriate ge		stures, posture, manner	· ·	e, mannerisms, Gest	ures, posture, mannerisms,	
)-3 points	posture or mannerisr	, ,	d eye contact is inconsis			contact, and clothing	
	contact/inappropriat	e clothing clo	thing is appropriate	appropriate	enha	ince presentation	
Grammar/Word	0		1	2		3	
Jsage/	Extensive (more than	5) 50	ne (3-5) grammatical ar		atical and Proc	entation has no grammatical	
Pronunciation	grammatical/pronune	,	onunciation errors			conunciation errors	
)-3 points	5. annaucai/ pronuni	pro-		pronunciation er	iois or pi	onunciation errors	
Responses to	0	1	2	3	4	5	
valuators'	Did not answer	Unable to	Responded to all		Gave appropriate	Responses to questions	
Questions	evaluators'	answer some	questions but wit		responses to	were appropriate and	
-5 points	questions	questions	ease or accuracy	questions	evaluators' questions		
	4400000	4465610115		questions	evaluators questions	S given without nesitation	
CASE STUDY							
(nowledge of	0	1	2	3	4	5	
ubject	No case study	Case study is	Case study res	ponse Case study respo	nse Case study respo	nse Case study response	
)-5 points	provided	incomplete	did not show	included a limited			
			evidence of cu				
			data and know				
ppropriate	0	1	2	3	4	5	
Solutions					-	ion was feasible and	
)- 5points		•					
10 C C C C					• • • •	opriate for the situation, with	
	provided					step of action apparent and	
		SI	tuation	situatio	on well	communicated	
uator's Comments	s – include two thir	ngs done		Evaluator #			
	altion for last					TOTAL	
	unes for improver	nent.		Evaluator Initial			
and two opportu						ints possible)	

Points



# HOSPITALITY, TOURISM AND RECREATION

Case Study Form

Name of Participant(s)			
Chapter	State	Level	_

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

Level (choose one):	Level 2 (grades 9-10)	Level 3 (grades 11-12)	Level 4 (Postsecondary)
Project Focus (choose	one): 🖵 Culinary 🛛 🗖 Loc	dging 🛛 Recreation	
	🗅 Tourism	Event Coordination	

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





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

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

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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 3. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required.
- The use of inappropriate music, graphics, or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane, or explicit.
- 5. The use of copyrighted music, photographs, or graphics in the digital video may disqualify the entry. Music, photographs, text, trademarks, or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
- Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.

			Pre	t Up / p Time	Eval	iltant & uator w Time	Time	Interview Time	Time
Instructional Video, Project Components, Oral Presentation (NLC)	Laptop, Internet Connection Electrical	-or- Professi , dres approp	ional s riate	ninutes			1-min. warning at 4 min.; stopped at 5 min.	5 minutes	25 minutes
ON ELEMENTS / Costumes		File Folder	Flip Chart(s)	Port	folio	•	Skits	Presentation Equipment	Visuals
	Video, Project Components, Oral Presentation (NLC)	Video, Project Components, Oral Presentation (NLC) Connection Electrical Access - yet CON ELEMENTS ALLOWED	Video, Project       Laptop,       -or-         Components,       Internet       Professi         Oral       Connection,       dressi         Presentation       Electrical       appropring         (NLC)       Access - yes       to even	Video, Project     Laptop,     -or-       Components,     Internet     Professional       Oral     Connection,     dress       Presentation     Electrical     appropriate       (NLC)     Access - yes     to event	Video, Project Laptop, -or- Components, Internet Professional Oral Connection, dress Presentation Electrical appropriate (NLC) Access - yes to event DN ELEMENTS ALLOWED Costumes Fasel(s) File Folder Flip Port	Instructional       Table – yes       Official dress       5 minutes         Video, Project       Laptop,       -or-       -or-         Components,       Internet       Professional       -or-         Oral       Connection,       dress       -or-         Presentation       Electrical       appropriate       -or-         (NLC)       Access - yes       to event       -or-         DN ELEMENTS ALLOWED       File Folder       Flip       Portfolio	Instructional       Table – yes       Official dress       5 minutes         Video, Project       Laptop,       -or-       -or-         Components,       Internet       Professional       -or-         Oral       Connection,       dress       -or-         Presentation       Electrical       appropriate       -or-         (NLC)       Access - yes       to event       -or-         DN ELEMENTS ALLOWED       Flip       Portfolio       Props	Instructional     Table – yes     Official dress     5 minutes       Video, Project     Laptop,     -or-       Components,     Internet     Professional       Oral     Connection,     dress       Presentation     Electrical     appropriate       (NLC)     Access - yes     to event	Instructional       Table – yes       Official dress       5 minutes       1-min.       5 minutes         Video, Project       Laptop,       -or-       warning at 4       min.; stopped       at 5 min.         Oral       Connection,       dress       dress       at 5 min.       at 5 min.       bit 1-min.       bit 2 min.; stopped         Presentation       Electrical       appropriate       appropriate       bit 2 min.       bit 2 min.       bit 2 min.         DN ELEMENTS ALLOWED       File Folder       Flip       Portfolio       Props/       Skits       Presentation

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

### **INSTRUCTIONAL VIDEO DESIGN**

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

 Participants create an instructional video as part of a lesson or unit of instruction. The course or topic may be of the student's choosing, but must met local school district standards for appropriateness and be approved by the FCCLA chapter adviser.

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

 Projects must be posted on the school/chapter website. Posted components include: instructional video(s) with copyright notice, video worksheet, project identification page, project summary, and FCCLA Planning Process summary page. The video(s) must be embedded on the website and a link provided to the original source (such as YouTube, Vimeo, etc.). The other required project

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

components must be able to be opened in Microsoft Word or in PDF format.

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

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

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

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

### **Specifications**

#### Website

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

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

# Instructional Video Design Specifications (continued)

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

#### Instructional Video

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

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

#### For National Leadership Conference Participants ONLY Oral Presentation

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

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

# Instructional Video Design Specifications (continued)

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



# INSTRUCTIONAL VIDEO DESIGN—Preliminary Round

State\_\_\_\_\_ Team #\_\_\_\_\_ Station #\_\_\_\_\_ Level\_\_\_\_

Rubric

Name of Participant

Chapter\_\_\_

**Project Summary** 

WEBSITE CONTEN	T – DOCUMENTAT	ION				
Project		0			4	
Identification Page 0 or 4 points	Project Identification Page is missing, is not completed, or includes incorrect information			Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title		
FCCLA	0	1	2	3	4	5
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained
Evidence of Online		0			1	

Not provided

Signed proof of submission from the online form is included

Points

Submission		Not provided		Signed proof			
0 or 1 point							
Video Design Worksheet O-15 points	0 Not included	1 2 3 Worksheet planning is very limited and missing multiple components	4 5 6 Represents some planning but provided limited or unnecessary information	7 8 9 Represents adequate planning but some information is missing	101112Represents good planning with information in all fields. All elements are appropriate for project and audiences	13 14 15 Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience	
VIDEO CONTE	NT						
Introduction	0	12	34	56	78	9 10	
0-10 points	No obvious introduction	Introduction not relevant or appropriate for the presentation	Introduction not effective in capturing attention, and did not state objectives	Captured attention, but did not state learning objectives	Mostly engaging and states learning objectives	Original, engaging, clearly states learning objectives	
Content	0	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
0-15 points	Content does not relate to learning objectives	Flawed understanding of content, may present inaccurate or incomplete information	Limited support of learning objectives and information is inconsistent	Somewhat supports learning objectives. Information is appropriate, accurate, bias-free, but not current	Mostly supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	Reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	
Design	0	1 2	3 4	56	7 8	9 10	
0-10 points	Does not follow storyboard/script ing and is not appropriate for intended age group	Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness	Contains 2 topics or steps than three topics, difficult to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	Contains 3 topics or steps, somewhat clear to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	Contains 3 topics or steps, instruction is clear and easy to follow. Mostly follows storyboard/ scripting. Appropriate for intended age groups	Contains 3 or more topics or steps. Instruction is clear, concise, and easy to follow. Follows storyboard/ scripting. Appropriate for intended age group	
Technical Quality	0	12	34	56	7 8	9 10	
0-10 points	No editing is evident	Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes	Editing and production do not enhance or are overused. Duration is over 5 minutes	Editing and production are appropriate but some mistakes are noticeable. Does not exceed 5 minutes	Good editing and production, sound quality, volume and images. Effects support project. Does not exceed 5 minutes	Excellent editing and production, sound quality, volume and images. Use of effects supports the project. Does not exceed 5 minutes	
Communication	0	12	3 4	56	78	9 10	
0-10 points	No images, text, or sound used	Communication choices and errors distract rather than enhance project, items not licensed for reuse	Communication choices do not enhance project and licensing is questionable	Communication choices mostly enhance the project and are licensed for reuse	Communication choices are appropriate for the project and are original or licensed for reuse	Spelling, word choice, grammar, narration and visual enhance the project and are original or licensed for reuse	
Ending	0	12	3 4	56	7 8	9 10	
0-10 points	Abrupt, weak or video simply stops	Does not provide closure	Somewhat developed but closure does not provide direction for viewer	Closure and directions are unclear	Provides closure but direction is somewhat unclear	Well-developed closure and provides direction to apply knowledge, reflect or call to action	

# Instructional Video Design Rubric (continued)

Documentation	0	1	2	3	4	5	
0–5 points	Sources are cited but no permissions for using copyrighted work is included	Copyright is questionable and source list is incomplete	Copyright is questionable and sources are in inconsistent format	Copyright statements and permissions are included for most sources but in inconsistent format	Copyright statements and permissions are included for all sources. Complete list in a consistent format	Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
Licensing		0			5		
0 or 5 points	The video was not licensed by the participant			A Creative Commons license or copyright statement is included in the video			

**Evaluator's Comments:** 

PRELIMINARY ROUND TOTAL (100 points possible)





# INSTRUCTIONAL VIDEO DESIGN National Leadership Conference Only

STAR Events Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Category

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

ROOM CONSULTANT CH	ECK		Points
<b>Registration Packet</b>		signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Punctuality	0	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(6 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	<ul> <li>(134 points possible)</li> </ul>	
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)	Room Consultant Total)	'
		FINAL SCORE divided by 140 possible points = RATING SCORE PERCENTAGE	
RATING ACHIEVED (circle or VERIFICATION OF FINAL SCO	ne) Gold: 90-100 Silver: 70-89.99 ORE AND RATING (please initial)	<b>Bronze:</b> 1-69.99	
Evaluator 1 Evalu	uator 2 Evaluator 3 Adu	ult Room Consultant Event Lead Consultant	



# INSTRUCTIONAL VIDEO DESIGN National Leadership Conference Only

Rubric

Name of Participant \_\_\_\_

Chapter			State	Team #	Station #	Level	-
WEBSITE CONTEN	NT – DOCUMENTA	ATION					Point
Project Identification Page 0 or 4 points	Project Identification incorrect information	0 on Page is missing, is not com on	pleted, or includes	-	<b>4</b> Page is present, contains par ate, event name, and project		
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point		<b>0</b> Not provided			1 of submission from the onlin		
Video Design Worksheet 0-15 points	0 Not included	1 2 3 Worksheet planning is very limited and missing multiple components	4 5 6 Represents some planning but provided limited or unnecessary information	7 8 9 Represents adequate planning but some information is missing	101112Represents good planning with information in all field. All elements are appropriate for project and audiences	13 14 15 Represents outstanding planning with detailed information in all fields. All elements are appropriate for project and audience	
VIDEO CONTER	NT						
Introduction 0-10 points	0 No obvious introduction	134 2 Introduction not relevant or appropriate for the presentation	3 4 Introduction not effective in capturing attention, and did not state objectives	5 6 Captured attention, but did not state learning objectives	7 8 Mostly engaging and states learning objectives	9 10 Original, engaging, clearly states learning objectives	
Content 0-15 points	0 Content does not relate to learning objectives	1 2 3 Flawed understanding of content, may present inaccurate or incomplete information	4 5 6 Limited support of learning objectives and information is inconsistent	7 8 9 Somewhat supports learning objectives. Information is appropriate, accurate, bias- free, but not current	<b>10 11 12</b> Mostly supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	13 14 15 Reinforces and supports learning objectives. Information is appropriate, accurate, bias-free, and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0-10 points	0 Does not follow storyboard/script ing and is not appropriate for intended age group	134 2 Contains 1 topic or step, confusing, does not follow storyboard/scripting, questionable on age appropriateness	3 4 Contains 2 topics or steps than three topics, difficult to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	5 6 Contains 3 topics or steps, somewhat clear to follow, mostly follows storyboard/scripting, but questionable on age appropriateness	7 8 Contains 3 topics or steps, instruction is clear and easy to follow. Mostly follows storyboard/ scripting. Appropriate for intended age groups	9 10 Contains 3 or more topics or steps. Instruction is clear, concise, and easy to follow. Follows storyboard/ scripting. Appropriate for intended age group	
Technical Quality 0-10 points	<b>0</b> No editing is evident	134 2 Editing produces a product difficult to watch or follow. Duration is significantly under or over 5 minutes.	3 4 Editing and production do not enhance or are overused. Duration is over 5 minutes.	5 6 Editing and production are appropriate but some mistakes are noticeable. Does not exceed 5 minutes.	7 8 Good editing and production, sound quality, volume and images. Effects support project. Does not exceed 5 minutes.	9 10 Excellent editing and production, sound quality, volume and images. Use of effects supports the project. Does not exceed 5 minutes.	
Communication 0-10 points	<b>0</b> No images, text, or sound used	134 2 Communication choices and errors distract rather than enhance project, items not licensed for reuse	3 4 Communication choices do not enhance project and licensing is questionable	5 6 Communication choices mostly enhance the project and are licensed for reuse	7 8 Communication choices are appropriate for the project and are original or licensed for reuse	9 10 Spelling, word choice, grammar, narration and visual enhance the project and are original or licensed for reuse	

# Instructional Video Design Rubric (continued)

Ending	0	134 <b>2</b>	3 4	5 6	7 8	9 10	
0-10 points	Abrupt, weak or video simply stops	Does not provide closure	Somewhat develo but closure does r provide direction t viewer	ot directions are	Provides closure direction is some unclear		
Documentation 0–5 points	0 Sources are cited but no permissions for using copyrighted work is included	1 Copyright is questionable and source list is incomplete	2 Copyright is questionable and sources are in inconsistent form	permissions are	included for all s st Complete list in consistent forma	are copyright statements ources. with permissions a granted are included at for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
L <b>icensing</b> D or 5 points	The	0 video was not licensed b	y the participant	A Creative C video		5 yright statement is included in the	
ORAL PRESENT	ATION						Points
Organization/ Delivery 0 – 10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	134 <b>2</b> Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter O-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards D-5 points	0 Not included	1 Minimal evidence FCS coursework relationship	2 Some knowledge of relationship to FCS coursework	3 Knowledge of FCS coursework but not shared	4 Knowledge of relationship to FCS is evident and shared	5 Knowledge of FCS relationship is evident and explained well	
Voice – pitch, tempo, volume D-3 points	0 Voice qualities not use effectively	ed Voice qu	<b>1</b> ality is adequate	2 Voice quality is good improve	l, but could Voice	3 e quality is outstanding and pleasing	
Body Language/ Clothing Choice D-3 points	0 Uses inappropriate gestures, Gestures posture or mannerisms, avoids and eye		1 s, posture, mannerisms contact is inconsistent/ is appropriate	<b>2</b> Gestures, posture, m eye contact, and close appropriate	thing are cont	<b>3</b> ures, posture, mannerisms, eye act, and clothing enhance entation	
Grammar/Word Usage/ Pronunciation D-3 points	0 Extensive (more than s grammatical and pron errors		1 -5) grammatical and iation errors	<b>2</b> Few (1-2) grammatic pronunciation errors		3 entation has no grammatical or unciation errors	
Responses to Evaluators' Questions D-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:** 

TOTAL

(134 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



# Instructional Video Design Worksheet

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

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

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



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

#### EVENT LEVELS

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

See page 10 for more information on event levels.

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

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



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

#### HOSHITALITY AND TOURISM SERVICES FCCLAR Real World Skills Through FCS Education

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

1510								
GENERAL IN	FORMATION							
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File Folder, Visuals, Oral Presentation	Table – Yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	10 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	40 minutes

#### PRESENTATION ELEMENTS ALLOWED

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

\* Visuals are design and sample boards only.

### **INTERIOR DESIGN**

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

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

### Specifications

#### **File Folder**

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

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

#### **Board Specifications**

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

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

#### Design

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



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

#### **Presentation to Clients**

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

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



Name of Particinant

# **INTERIOR DESIGN**

### Point Summary Form

Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH	IECK				Points
Registration Packet 0 or 3 points	Picked up by adv No <b>0</b>	iser or de	signated adult dur Ye	ing scheduled time es <b>3</b>	
Event Online Orientation Documentation 0 or 2 points	0 2 Official documentation not provided at presentation time or signed by adviser 2				
File Folder 0–4 points	0 Portfolio exceeds the page limit	File Fold with inc labeling materia (less tha	2 3 er presented orrect /insufficient ls for evaluators n 3 copies of s) or incomplete	4 File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • Planning Process summary • Project Summary Submission Proof • Client Invoice	
<b>Punctuality</b> 0–1 point	<b>0</b> Participant was late for presen	tation	Participant was	<b>1</b> on time for presentation	
			i al colpane trad	ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials			(90 points possible)	·
Total Score	divided by number of evaluato	ors		FINAL SCORE	
	= AVERAGE EVALUATOR SCOF Rounded only to the nearest hund		79.99 not 80.00)	(Average Evaluator Score plus Room Consultant Total)	
RATING ACHIEVED (circle of VERIFICATION OF FINAL SO	one) Gold: 90-100 Silver: CORE AND RATING (please initial)	70-89.99	<b>Bronze:</b> 1-69	0.99	
Evaluator 1 Eva	luator 2 Evaluator 3	ьЧ	It Room Consultant	Event Lead Consultant	



# **INTERIOR DESIGN**

Rubric

Name of Participant \_

Chapter			State	Team #	Statio	n # Leve	el
FILE FOLDER CON							Point
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Client Invoice	0			1		-3	
0-3 points	No client invo	ice provided		equired information, or ceeds one single-sided	Clear and complete inv with no errors, profess	voice in correct order	
BOARD SPECIFI	CATIONS						
<b>Type of Board</b> 0-1 point	Ar	<b>0</b> nother type of board use	d	Foan	<b>1</b> n, mat, or mat on foam ו	used	
<b>Color</b> 0-1 point	A	<b>0</b> Nother color board used	1	Solid	<b>1</b> d white or black board u	sed	
Size 0-1 point		<b>0</b> bard larger than 22" x 30			1		
Business Card	BC		1	RO9	rd did not exceed 22" x	30	+
0-1 point		not fully meet specificat			eets size/contents specif		<u> </u>
Illustrations 0-3 points	<b>0</b> No illustrations used		1 as are limited in quality y is below or above an are amount	2 Illustrations are appropr not overly effective	iate but Highly app illustration	<b>3</b> propriate and effective ns	
Overall Effectiveness	0		1	2	Greetview	3	
0-3 points	Lacking in visual appeal	iviinimai vi	sual appeal	Some visual appeal	effective	al appeal, very	
DESIGN							
Scaled Room Floor	0	1	2 3	4 5 6	78	9 10	
	Did not appear to use ar architectural features sh		¼" scale used, but not architectural features		%" scale used consister features shown and dr	ntly. All architectural	
0-10 points Furniture Arrangement	architectural features sh 0		architectural features 1		features shown and dr	ntly. All architectural awn correctly 3	
0-10 points Furniture Arrangement 0-3 points NKBA Planning Guidelines	architectural features sh 0	nt shown Poorly arra function 0	architectural features 1	shown and drawn 2 Good form OR function, Correctly followed NKBA	features shown and dr not both Well-arrar function 1	ntly. All architectural awn correctly 3 nged for form and	
0-10 points Furniture Arrangement 0-3 points NKBA Planning Guidelines 0-1 point Specified Elevation	architectural features sh O No furniture arrangeme	nt shown Poorly arra function 0	architectural features 1 anged, both form and 1	shown and drawn 2 Good form OR function,	features shown and dr not both Well-arrar function 1 A Planning Guidelines wh	ntly. All architectural awn correctly 3 nged for form and	
0-10 points  Furniture Arrangement 0-3 points  NKBA Planning Guidelines 0-1 point  Specified Elevation 0-4 points  Samples	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0	nt shown Poorly arra function 0 Planning Guidelines Incorrect s	architectural features 1 anged, both form and 1	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef	features shown and dr not both Well-arrar function 1 A Planning Guidelines wh fective Well-done ½" scale	ntly. All architectural awn correctly aged for form and here appropriate in 4	
0-10 points  Furniture Arrangement 0-3 points  NKBA Planning Guidelines 0-1 point  Specified Elevation 0-4 points  Samples 0-3 points  Principles of Design	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0 No elevation done 0	nt shown Poorly arra function 0 Planning Guidelines Incorrect s Some sam	architectural features 1 anged, both form and 1 cale used 1	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef using ½" scale 2 Some well-chosen, but r	features shown and dr         not both       Well-arrar         function       1         A Planning Guidelines wh         ifective       Well-done         ½" scale         hot well       Well-chose	ntly. All architectural awn correctly aged for form and here appropriate in 4 e, very effective using 3 en and coordinated 3 of design applied	
0-10 points Furniture Arrangement 0-3 points NKBA Planning Guidelines 0-1 point Specified Elevation 0-4 points Samples 0-3 points Principles of Design 0-3 points Originality of Design	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0 No elevation done 0 No samples provided 0	nt shown Poorly arra function 0 Planning Guidelines Incorrect s Some sam applied Principles a	architectural features 1 anged, both form and 1 cale used 1 ples, not all, provided 1	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef using ½" scale 2 Some well-chosen, but r coordinated 2	features shown and dr         not both       Well-arrar function         1       1         A Planning Guidelines whether the second seco	ntly. All architectural awn correctly aged for form and here appropriate in 4 e, very effective using 3 en and coordinated 3 of design applied	
0-10 points  Furniture Arrangement 0-3 points  NKBA Planning Guidelines 0-1 point Specified Elevation 0-4 points  Samples 0-3 points  Principles of Design 0-3 points  Originality of Design 0-3 points  Thoughtfulness of	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0 No elevation done 0 No samples provided 0 Principles of design not 0 Little evidence of origina 0	nt shown Poorly arra function 0 Planning Guidelines Incorrect s Some sam applied Principles a ality Some evid	architectural features 1 anged, both form and 1 cale used 1 ples, not all, provided 1 applied only minimally 1 ence of originality 1	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef using ½" scale 2 Some well-chosen, but r coordinated 2 Most principles of design 2 Contains both creative elec "copies" 2	features shown and dr         not both       Well-arrar function         1       1         A Planning Guidelines whether the state of the s	ntly. All architectural awn correctly aged for form and here appropriate in 4 e, very effective using 3 en and coordinated 3 of design applied tly 3 ginal design 3	
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0-10 points  Furniture Arrangement 0-3 points  NKBA Planning Guidelines 0-1 point  Specified Elevation 0-4 points  Samples 0-3 points  Principles of Design 0-3 points  Thoughtfulness of Design 0-3 points	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0 No elevation done 0 No samples provided 0 Principles of design not 0 Little evidence of origina 0 Design shows no consid	nt shown Poorly arra function 0 Planning Guidelines Incorrect s Some sam applied Principles a ality Some evid eration of Some evid	architectural features 1 anged, both form and 1	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef using ½" scale 2 Some well-chosen, but r coordinated 2 Most principles of design 2 Contains both creative ele "copies" 2 Design meets clients' sp	features shown and dr         not both       Well-arrar         1       A         A Planning Guidelines wh       Image: State of the state of t	ntly. All architectural awn correctly aged for form and here appropriate in 4 e, very effective using 3 en and coordinated 3 of design applied tly 3 ginal design 3 eets clients' space	
Plan         0-10 points         Furniture         Arrangement         0-3 points         NKBA Planning         Guidelines         0-1 point         Specified Elevation         0-4 points         Samples         0-3 points         Principles of Design         0-3 points         Originality of Design         0-3 points         Thoughtfulness of         Design         0-3 points         Responsible Design         0-3 points	architectural features sh 0 No furniture arrangeme Did not adhere to NKBA 0 No elevation done 0 No samples provided 0 Principles of design not 0 Little evidence of origina 0 Design shows no consid clients' space needs	nt shown Poorly arra function 0 Planning Guidelines Incorrect s Some sam applied Principles ality Some evid eration of Some evid of clients' eration Design sho r welfare clients' saf	architectural features 1 anged, both form and 1 anged, both form and 1 anged, both form and 1 angel, both form and 1 angel, both form and 1 applied only minimally 1 ence of originality 1 ence of consideration needs or design style 1 byth evidence that the tetty and health were and environmentally e products were	shown and drawn 2 Good form OR function, Correctly followed NKBA design 2-3 Somewhat well-done/ef using ½" scale 2 Some well-chosen, but r coordinated 2 Most principles of design 2 Contains both creative ele "copies" 2 Design meets clients' sp but does not reflect desi 2 Design incorporates som environmentally respons materials and services a addresses safety and he	features shown and dr         not both       Well-arrar         function       1         A       Planning Guidelines wh         ifective       Well-done         ½" scale       Well-done         ifective       Well-chose         n applied       Principles         consistent       Principles         ace needs       Design me         ign style       needs and         ne       Design is h         sible       both the c         nd       the enviro	ntly. All architectural awn correctly 3 nged for form and here appropriate in 4 e, very effective using 3 en and coordinated 3 of design applied tly 3 ginal design 3 eets clients' space 4 design style 3 nighly responsible for clients' well-being and	
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### Interior Design Rubric (continued)

Points

ORAL PRESENT	ATION						
Organization/ Delivery 0 – 10 points	dense and a second second	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain th project well	informatior completely	all relevant all values information with a	
Knowledge of Subject Matter 0-5 points		1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge subject mat evident and at times in presentatio	tter is subject matter is I shared evident and the incorporated	
Rationale of Design Decisions Explained 0-5 points	0 No rationale of design der explained	explained	1 2 cisions are somewhat but show little nding of clients' needs	3 Design decisions a thoroughly and sh understanding of and style	ow complete clients' needs	5 Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as ndustry standards	
Use of Display Boards during Presentation 0-3 points	<b>0</b> Display boards are not us during presentation	during pr	1 pards used minimally esentation; incorrect f boards presented	1	2 s, as required	3 Presentation moves seamlessly between oral presentation and 2-3 display boards as required	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively		1 lity is adequate	2 Voice quality is go improve		3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestur posture or mannerisms, a eye contact/inappropriate clothing	voids and eye c	1 posture, mannerisms ontact is inconsistent/ s appropriate	2 Gestures, posture eye contact, and o appropriate	, mannerisms,	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunc errors	· ·	1 5) grammatical and ation errors	<b>2</b> Few (1-2) gramma pronunciation erro	atical and	3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-4 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answe questions	-	it without to all	<b>3</b> conded adequately I questions	<b>4</b> Responses to questions were appropriate and given without hesitation	

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

(90 points possible)

TOTAL

Evaluator #\_\_\_\_\_

Evaluator Initial

Room Consultant Initial





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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

#### ELIGIBILITY & GENERAL INFORMATION

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

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

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

### INTERPERSONAL COMMUNICATIONS

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

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

## Specifications

#### **File Folder**

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

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

#### **Oral Presentation**

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

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

### Interpersonal Communications Specifications (continued)

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

#### **Case Study**

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

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



### INTERPERSONAL COMMUNICATIONS

### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	IECK				Points	
Registration Packet	Picked u	up by adviser or des	ignated adu	It during scheduled time		
0 or 3 points	No <b>0</b>			Yes <b>3</b>		
Event Online	0			2		
Orientation	Official documentation	•		ocumentation provided at presentation		
Documentation	presentation time or s	igned by adviser	time and	signed by adviser		
0 or 2 points	0	1 2	3	4		
File Folder 0–4 points	No File Folder	File Folder presen	-	4 File Folder is presented with correct		
0–4 points	presented	incorrect		labeling and evaluators material		
	presented	labeling/insufficie	nt	Project ID page		
		materials for evalu		Planning Process Summary		
		(less than 3 copies	s of	Project Summary Submission		
		contents) or incor	nplete	Proof		
		content	T	Works Cited		
Punctuality	0			1		
0–1 point	Participant was late fo	r presentation	Participar	nt was on time for presentation		
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL		
Evaluator 1	Initials			(10 points possible)		
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE		
Evaluator 3	Initials	(90 points possible)				
Total Score	divided by number of	evaluators		FINAL SCORE		
	= AVERAGE EVALUATOR SCORE (Average Evaluator Score plus					
	Rounded only to the near	rest hundredth (i.e. 79	.99 not 80.00	) Room Consultant Total)	·	
RATING ACHIEVED (circle of VERIFICATION OF FINAL SO	,	<b>Silver:</b> 70-89.99 e initial)	Bronz	<b>e:</b> 1-69.99		
Evaluator 1 Eva	luator 2 Evaluato	or 3 Adult	Room Consul	ltant Event Lead Consultant		



## INTERPERSONAL COMMUNICATIONS

Rubric

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

Chapter			State	т	eam #	St	ation # Level	
FILE FOLDER								Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process ste summarize	ps are	4 Evidence that the Planning Process wa utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not not reliable for	Reliable res style <i>(see st</i>		incorrect Com relial	3 plete list of current and ble resources, in MLA or APA (see style sheet)	
ORAL PRESEN	TATION							
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 Presentatic complete information does not ex project wel	n but I but the	7 8 Presentation cov information completely but d not flow well	all relevant	
Identify Concerns 0-4 points	0 No evidence of identifying concerns	1 Identifying concer needs are limited scope	ns and Participants	<b>2</b> use one or	Particip data co intervie	3 Dants use surveys, Illection, ews or other ds to identify ns	4 Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions	
<b>Set a Goal</b> 0-4 points	<b>0</b> Not evident	1 Goal is evident	Goal is clear	2 ly stated	Goal is	3 thoroughly stated	4 Goal is stated in detail with measurable outcomes	
<b>Form a Plan</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Plan is stated with detail		<b>2</b> led		<b>3</b> cludes details, es, and tives	4 Plan is thorough, feasible and complete	
Act 0-4 points	<b>0</b> Not evident	1 Action steps are evident	2 Plan is detailed tasks, and time	elines	Plan incluc effects of o technology	3 led analysis of communication y in family, work, unity settings	4 Plan includes a thorough understanding and application of communication techniques and solutions	
Evaluation Follow- Up 0-4 points	<b>0</b> No evidence	1 Some evaluation a follow-up is planne	ind Evaluation p	2 Ilans include	Evaluat	<b>3</b> tion and follow-up led and varied in	4 Evaluation and follow-up is extensive and includes evidence of Project Self- Evaluation	
Project Rationale Clearly Stated 0-5 points	0 No evidence	1 Project rationale is limited	2 Rationale for the project is clearly stated	3 Rationale for project is sta convincing m citing reason data	ted in a lanner,	4 Rationale for the project is thorough and compelling	5 Rationale for the project is thorough, a compelling and urgent need and well documented	
Use of Appropriate Techniques 0-5 points	<b>0</b> No evidence	1 Participants understanding limited methods of communication techniques	2 Participants show some understanding of various communication techniques	3 Participants understandir or three communicat techniques	ng of two	4 Participants show understanding and can apply various communication techniques	5 Participants effectively	

### Interpersonal Communications Rubric (continued)

Impact on	0	1 2 3	4 5	6 7 8	91	.0 11	12	1	13 14 15	
Interpersonal Communications 0–15 points	Not evident	Participants show limited knowledg impact of interpe communications t their project	e of the area rsonal com hrough wer	icipants show as of interpersonal imunication that e strengthened by project	affect cont manageme how to cre environme and respec perspectiv apply the n making an	following: irities and s among peo- flict prevent ent in their p eate an ent that enco- cts ideas and es	ople ion and project purages d sion olving	and applicati communicati the project. S those mentio demonstrat compromisi demonstrat workplace a demonstrat encourage, members compare th	how extensive knowledge on of interpersonal on that was strengthened by ome of which might include ned earlier and: e processes for cooperating, ing, and collaborating e ethical behavior in family, and community settings e strategies to motivate, and build trust in group e relative merits of opposing ew regarding current ethical	
Relationship to	0	1		2	3	}		4	5	
FCCLA Purposes and FCS 0-5 points	Not evident	Minimal ev FCCLA and relationshi	idence of So FCS re	ome knowledge of elationship of CCLA and FCS	Knowledge and FCS re but not sha	e of FCCLA lationship	and FC	edge of FCCLA S relationship ent and	A Knowledge of FCCLA	
Voice – pitch,		0		1		2			3	
tempo, volume 0-3 points	Voice qualities n effectively	ot used	Voice quality i	s adequate	Voice quali improve	ity is good, ł	out could	Voice q pleasin	uality is outstanding and g	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		eye contac	eye contact, and clothing are ey		eye cor	<b>3</b> es, posture, mannerisms, ntact, and clothing e presentation	
Grammar/Word		0	1			2			3	
Usage/ Pronunciation 0-3 points	Extensive (more grammatical and errors	,	Some (3-5) grammatical and pronunciation errors					tation has no grammatical unciation errors		
Responses to Evaluators'	0	1		2	3		4		5	
Questions 0-5 points	Did not answer evaluators' questions	Unable to ansy some questior	s quest	onded to all ions but out ease or acy	Responded adequately to questions	all re	ve approp sponses to aluators' (		Responses to questions were appropriate and given without hesitation	
CASE STUDY										
Knowledge of Communication Techniques 0-4 points	<b>0</b> Not evider explanati	ons comm	1 edge of unication ques is	2 Knowledge of co techniques is evi case study respo Participants dem effective listenin techniques	mmunication dent in the nse. Ionstrate	Knowledge techniques Explain ho differences affect conf manageme	is thorou w similari among p lict preve	igh. ties and eople ntion and	4 Knowledge of communication techniques is explained in detail. Apply ethical principles of communication	
Appropriate Solutions 0-4 points	<b>0</b> Not evident	limite	1 pants share a d response to or solutions	Participant	2 s share feasible le solutions	Particip	<b>3</b> ants shar and suita	e many able	4 Participants share extensive suitable solutions and insights	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

(90 points possible)

Room Consultant Initial

Evaluator # \_\_\_\_\_



### INTERPERSONAL COMMUNICATIONS

Case Study Form

Name of Participant(s)			
Chapter	State	Level	

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

Level (choose on	e): 📮 Level 1 (through grade 8)	Level 2 (	grades 9-10)	Level 3 (grades 11-12)		
Project Focus (ch	noose one):					
Community	Employment Relationships	Family	Peer Groups	School Groups		

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



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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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



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



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

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

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

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

### **JOB INTERVIEW**

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

Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time. A job application must be completed and included in the *portfolio*. Download the form from the STAR Events Resources page of the FCCLA national website or from the FCCLA Student Portal.

15 minutes	Room consultants and evaluators will have 15 minutes to preview the portfolio (hardcopy or electronic). The				
15 minutes	participant must make the <i>electronic portfolio</i> accessible to evaluators.				
20 minutos	The interview may be up to 20 minutes in length. A one-minute warning will be given at 19 minutes. The interview				
20 minutes	will be stopped at 20 minutes.				
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).				

### Specifications

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

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

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

#### Interview

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

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



Name of Participant

### **JOB INTERVIEW**

#### **Point Summary Form**

Chapter	State	Team #	Station #	Level

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

Registration Packet       Picked up by adviser or designated adult during scheduled time         0 or 3 points       No       0       Yes       3         Event Online       0       Yes       3       2         Orientation       Official documentation not provided at presentation time or signed by adviser       Official documentation provided at presentation time or signed by adviser       0         0 or 2 points       adviser       1       1         0-1 point or       Binder is not the official FCCLA binder       Binder is the official FCCLA binder       Binder is the official FCCLA binder	
O or 3 points       No       0       Yes       3         Event Online       0       2       2         Orientation       Official documentation not provided at presentation time or signed by adviser       Official documentation provided at presentation time and signed by adviser       Official documentation time and signed by adviser         Hardcopy Portfolio 0-1 point or       0       1         Binder is not the official FCCLA binder       Binder is the official FCCLA binder	
OrientationOfficial documentation not provided at presentation time or signed by adviserOfficial documentation provided at presentation time and signed by adviserDocumentation 0 or 2 pointsOfficial documentation not provided at presentation time or signed by adviserOfficial documentation provided at presentation time and signed by adviserHardcopy Portfolio 0-1 point orO1Binder is not the official FCCLA binderBinder is the official FCCLA binder	
Documentation       at presentation time or signed by       time and signed by adviser         0 or 2 points       adviser       time and signed by adviser         Hardcopy Portfolio       0       1         0-1 point or       Binder is not the official FCCLA binder       Binder is the official FCCLA binder	
O or 2 points     adviser       Hardcopy Portfolio     O       0-1 point or     Binder is not the official FCCLA binder   Binder is the official FCCLA binder	
Hardcopy Portfolio         0         1           0-1 point or         Binder is not the official FCCLA binder         Binder is the official FCCLA binder	
0–1 point or Binder is not the official FCCLA binder Binder is the official FCCLA binder	
Electronic Portfolio     0     1       0-1 point     Electronic Portfolio not in viewable     Electronic Portfolio in viewable format to the	
0–1 point Electronic Portfolio not in viewable format to the evaluators evaluators	
Portfolio Pages01230-3 pointsPortfolio exceeds the page limit2 or more errors1 errorno errors	
Portfolio contains no more than 36 single-sided	
pages or 47 slides completed correctly,	
including:	
• 1 project ID page or slide	
<ul> <li>1 table of contents page or slide</li> </ul>	
<ul> <li>1 Planning Process summary page or 2 slides</li> </ul>	
Project Summary Submission Proof	
<ul> <li>Up to 5 content divider pages or slides</li> </ul>	
Up to 27 content pages or 37 content slides	
Punctuality 0 1	
0–1 point Participant was late for presentation Participant was on time for presentation	
EVALUATORS' SCORES ROOM CONSULTANT TOTAL	
Evaluator 1   Initials   (10 points possible)	
Evaluator 2   Initials   AVERAGE EVALUATOR SCORE	
Evaluator 3 (90 points possible)	
Total Score     divided by number of evaluators     FINAL SCORE	
= AVERAGE EVALUATOR SCORE (Average Evaluator Score plus	
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00) Room Consultant Total)	
RATING ACHIEVED (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99	
VERIFICATION OF FINAL SCORE AND RATING (please initial)	



# JOB INTERVIEW

### Rubric

Name of Participant \_

Chapter			State	Team #	Statio	n # Level_	
PORTFOLIO							Point
FCCLA	0	1	2	3	4	5	1 Ont
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
l <b>ob Specification</b> Sheet D–2 points	<b>0</b> Job specification sheet		1-4 items provided, or in	1 formation is incomplete	All 5 items provide	2 d and are complete	
Business Communication 0–15 points	<b>0</b> None apply	1-15: Score 1 point for e Correct application Completed applicat Cover letter Resume Recommendation le	tion	s Correct spelling Correct grammar Correct grammar Consistent font styl Appropriate font size	e Gonsistent Well-orga e Reflects cu ze goals		
Career Related	0	1	2	3	4	5	
Education 0–5 points	Not included	Only one of the required items provided	Only two of four items provided	Three of four items provided	All four items provided but they lack information	All four items provided, thorough and professional	
Educational Enhancement Opportunities	0 Not included	1 Only one item provided	<b>2</b> Two of three items provided but lack	3 Two of three items provided completely	<b>4</b> All three items provided but they	<b>5</b> All three items provided, thorough	
0–5 points			information		lack information	and professional	
Examples of Special Skills 0–5 points	0 Not included	1 Only one or two of the items provided	2 Only three of five items provided	<b>3</b> Four of five items provided	4 Five items provided	5 All five items provided and relate well to job/career goals	
Appearance D–3 points	0 Portfolio is illegible and unorganized	grammati	1 is neat, but may contain cal or spelling errors anized poorly	2 Portfolio is neat, legible, professional, with correc grammar and spelling	ct correct gr	3 ble, professional, rammar and spelling effective organization ation	
INTERVIEW							
Knowledge of	0	1 2	3 4	56	7 8	9 10	
Selected Job 0-10 points	Little evidence of job knowledge	Minimal evidence of job knowledge	Some evidence of job knowledge	Knowledge of job is evident but not in interview	Knowledge of job is evident and shared at times in the interview	Knowledge of job is evident and incorporated throughout the interviev	
Communication	0	1 2	3 4	56	78	9 10	
<b>Skills</b> 0-10 points	Participant does not take part in interview	Interview is brief because participant does not carry on a conversation or answer questions with detail	Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	Participant answers questions and relates to evaluators well	Participant shows confidence and personality during interview. Answers questions well	Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively	
Responses to	0	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15	
Evaluators' Questions D-15 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions, but without ease or	Responded adequately to all questions	Gave appropriate responses to evaluators'	Responses to questions were appropriate and given without hesitation	
	-		accuracy	-	questions		
Use of Portfolio During Interview 0-3 points Voice – pitch,	0 Portfolio is not used du interview 0	•	1 ferenced but not used owledge or skills	2 Portfolio used minimally support knowledge and 2		3 sed appropriately to knowledge and skills	
<b>tempo, volume</b> 0-3 points	U Voice qualities not used effectively	d Voice quality i	⊥ is adequate	2 Voice quality is good, bu improve	t could Voice qua	3 ality is outstanding and pleasing	

### Job Interview Rubric (continued)

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

# Evaluator's Comments – include two things done

### well and two opportunities for improvement:

### TOTAL

(90 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



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

#### EVENT LEVELS

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

See page 10 for more information on event levels.

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



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

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

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

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

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

### LEADERSHIP

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

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

### **Specifications**

#### **Hardcopy Portfolio**

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

#### **Electronic Portfolio**

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

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

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

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

#### **Oral Presentation**

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

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



LEADERSHIP

### Point Summary Form

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

	Picked up by adviser or de	signated adult during scheduled time	
Registration Packet 0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	
0–1 point	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	
or Electronic Portfolio	0 Electronic Dertfelie net in vieweble	1	
0–1 point	Electronic Portfolio not in viewable format to the evaluators	Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	
0 0 p 0		Portfolio contains no more than 42 single-sided	
		pages or 60 slides completed correctly,	
		including:	
		<ul> <li>1 project ID page or slide</li> </ul>	
		<ul> <li>1 table of contents page or slide</li> </ul>	
		• 1 Planning Process summary page or 2 slides	
		<ul> <li>Project Summary Submission Proof</li> </ul>	
		Up to 7 content divider pages or slides	
	-	Up to 31 content pages or 48 content slides	
Punctuality	0 Destining the formula time	1	
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE		
	Rounded only to the nearest hundredth (i.e. 79.99	9 not 80.00) Room Consultant Total)	<u> </u>
RATING ACHIEVED (circle	one) Gold: 90-100 Silver: 70-89.99	Bronze: 1-69.99	
/ERIFICATION OF FINAL S	CORE AND RATING (please initial)		
valuator 1 Eva	aluator 2 Evaluator 3 Adı	ult Room Consultant Event Lead Consultant	

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# LEADERSHIP

Ru	

Name of Participant

Station #\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_ Chapter Level PORTFOLIO Points FCCLA 0 1 2 3 4 5 Planning Process **Planning Process** The Planning Evidence that the Inadequate steps in All Planning Process All Planning Process Summary Page summary not the Planning Process steps are presented steps are Planning Process Process is used to 0-5 points provided are presented but not summarized summarized was utilized to plan plan the project. Each step is fully project explained Leadership Profile 0 1 2 3 4 5 and Employability Not included Includes leadership Includes FCCLA, Includes FCCLA Includes FCCLA, Includes FCCLA, **Skills Checklist** profile or school, and school, and school, and school, and 0-5 points employability skills personal/family/ personal/family/ personal/family/ personal/family/ checklist, but not community community community community activities. Checklist activities. Checklist activities. Checklist both activities. Checklist completed but completed but completed and completed and explanation explanations are explanation does explanation incomplete not support generally identified supports identified identified skills skills skills Leadership 0 1 2 4 5 3 Competencies Not included Detailed analysis Inventory results are Inventory results are Analysis and Analysis and Inventory (Self) presented presented but summary summary and summary Summarv analysis inconsistent communicate most adequately effectively 0-5 points with results inventory results communicate communicate inventory results inventory results Leadership ٥ 10 1 2 3 4 5 6 7 8 9 Competencies Not included Image awareness Image awareness Image awareness Image awareness Image awareness Inventory includes feedback includes feedback includes feedback includes feedback includes feedback (Observer) and from less than 3 from 3 observers from 3 observers from 3 observers, from 3 observers, **Image Awareness** significant reflection observers but does but does not include and summary of reflection on own Summary not include strengths or areas strengths and areas image, and on own image, and 0-10 points strengths or areas for growth summary of summary of for growth strengths and areas strengths and areas for growth for growth for growth Admirable Leader 0 1 2 3 Summary Not included 1 admirable leader with limited 1 admirable leader provided and 1 admirable leader provided and 0-3 points thoroughly addressed all answers partially addressed questions questions Leadership 0 1 2 3 **Development Plan** Not included Goals not appropriate as stated, Goals mostly appropriate as Goals appropriate as stated, **Objective 1** specific, measurable, attainable, not specific, measurable, stated, specific, measurable, 0-3 points realistic, and timely. Steps to attainable, realistic, or timely. attainable, realistic, and timely. Steps to reach goals are generally reach goals are included included Leadership 0 1 2 3 **Development Plan** Not included Goals not appropriate as stated. Goals mostly appropriate as Goals appropriate as stated, **Objective 2** not specific, measurable, stated, specific, measurable, specific, measurable, attainable, 0-3 points attainable, realistic, or timely. attainable, realistic, and timely. realistic, and timely. Steps to Steps to reach goals are generally reach goals are included included Leadership 0 1 2 3 **Development Plan** Not included Goals not appropriate as stated, Goals mostly appropriate as Goals appropriate as stated, **Objective 3** stated, specific, measurable, specific, measurable, attainable, not specific, measurable. 0-3 points attainable, realistic, or timely. attainable, realistic, and timely. realistic, and timely. Steps to

Steps to reach goals are generally reach goals are included included **Outside Perspective** 0 2 1 Reflection Not included Only one summary included Two summaries included 0-2 points

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# Leadership Rubric (continued)

Leadership	0	1 2	3 4	56	7 8	9 10	
Reflection D-10 points	Not included	Reflection is included	Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership		Reflection shows significant thought by the participant in their leadership ability, project experience, next	
<b>ppearance</b> –3 points	<b>0</b> Portfolio is illegible a		1 lio is neat, but may contain	<b>2</b> Portfolio is neat, legibl		<b>3</b> gible, professional, correct	
	unorganized		natical or spelling errors organized poorly	professional, with corr grammar and spelling	-	r and spelling used with e organization of information	
DRAL PRESENTA	TION						
Organization/	0	12	3 4	56	78	9 10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Relationship of	0	1	2	3	4	5	
Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between project and FCS	Minimal evidence o FCS coursework relationship	f Some knowledge of relationship of FCS coursework	Knowledge of FCS coursework but not shared	Knowledge of relationship to FCS is evident and shared	Knowledge of FCS relationship is evident and explained well	
(nowledge of	0	1	2	3	4	5	
<b>Subject Matter</b> D-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in	Knowledge of subject matter is evident and shared at times in the	Knowledge of subject matter is evident and incorporated throughout the presentation	
Jse of Portfolio	•	4	2	presentation	presentation	4	
and Visuals during	<b>0</b> Portfolio and visuals	1 Portfolio and vis	uals Portfolio and vis	suals Portfolio and	c alcusive	4 Portfolio and visuals used	
Presentation 0-4 points	not used during presentation	used to limit am speaking time			d throughout	effectively throughout presentation	
/oice – pitch,	0		1	2		3	
<b>tempo, volume</b> 0-3 points	Voice qualities not us effectively	sed Voice of	quality is adequate	Voice quality is good, improve	but could Vo	ice quality is outstanding and pleasing	
Body Language/	0		1	2		3	
Clothing Choice 0-3 points	Uses inappropriate ge posture or mannerisr eye contact/inapprop clothing	ms, avoids and	ures, posture, mannerisms eye contact is inconsistent/ ing is appropriate	Gestures, posture, ma eye contact, and cloth appropriate	ing are eye	tures, posture, mannerisms, contact, and clothing enhance entation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than and pronunciation er	, .	ome (3-5) grammatical and ronunciation errors	Few (1-2) grammatica pronunciation errors		entation has no grammatical ronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points		Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators'	Responses to questions were appropriate and given without hesitation	

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

TOTAL

Evaluator #

(90 points possible)

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

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

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





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

#### **EVENT LEVEL**

Level 1: through grade 8

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

See page 10 for more information on event levels.

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

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

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

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

## NATIONAL PROGRAMS IN ACTION

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

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

# Specifications

#### File Folder

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

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

### **Oral Presentation**

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

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

# National Programs in Action Specifications, continued

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



## NATIONAL PROGRAMS IN ACTION

Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	level

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

ROOM CONSULTANT CH	IECK				Points
<b>Registration Packet</b>	Picked up by advi	ser or de	signated adult during	scheduled time	
0 or 3 points	No <b>0</b>		Yes	3	
Event Online	0			2	
Orientation	Official documentation not pro			tion provided at presentation	
Documentation	at presentation time or signed adviser	бу	time and signed by	adviser	
0 or 2 points File Folder	0		1 2 3	4	
0–4 points	No File Folder presented	File Fo	lder presented with	File Folder is presented	
		incorre	•	with correct labeling and	
		labelin	g/insufficient	sufficient evaluators	
			als for evaluators	material	
			an 3 copies of	Project ID Page	
			ts) or incomplete	Planning Process	
		conter	τ	Summary	
				<ul> <li>Project Summary Submission Proof</li> </ul>	
Punctuality	0			1	
0–1 point	Participant was late for present	ation	Participant was on t	time for presentation	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials		A	VERAGE EVALUATOR SCORE	
Evaluator 3	Initials			(90 points possible)	·
Total Score	divided by number of evaluator	rs		FINAL SCORE	
	= AVERAGE EVALUATOR SCOR	E 🦯		Average Evaluator Score plus	
	Rounded only to the nearest hundr	edth (i.e.		Room Consultant Total)	
RATING ACHIEVED (circle o	ne) <b>Gold:</b> 90-100 <b>Silver</b> : 7	70-89.99	Bronze: 1-69.99	)	
· ·	ORE AND RATING (please initial)				
Evaluator 1 Eval	uator 2 Evaluator 3	Adu	It Room Consultant	Event Lead Consultant	



# NATIONAL PROGRAMS IN ACTION

Rubric

ame of Participant							
napter			State_	Team	# S	tation # L	.evel
		Nat	tional Program (c	heck one):			
Career Conn	ection			Community	y Service		
🗆 FACTS (Fami	lies Acting for Co	ommunity Traffic Sa	ifety)	Families Fir	rst		
Financial Fitr	ness			□ Power of O	Ine		
□ Stand Up				□ Student Bo	dy		
EVALUATION CRIT	ERIA						Points
Identify Concerns: Relationship to the National Program 0-5 points	0 No concern is listed	1 Concern is identified	2 Concern is identified with 1–2 statements of the issue	<b>3</b> Concern is identified with 2–3 statements of the issue and how it relates to the national program	4 Concern is identified with 3 or more compelling statements of the need and relation to the national program	5 Concern is written well with 4 or more compellin statements of the need and relation to the national program	g
Identify Concerns: Knowledge of the National Program 0–5 points	<b>0</b> No knowledge apparent	1 Knowledge of the national program seems limited	2 Participant(s) seems to have sufficient knowledge but it is not explicitly stated	<b>3</b> National program knowledge is explained in presentation	4 Extensive knowledge is apparent through the presentation	5 Extensive knowledge is explained and applied to the project	
Set a Goal: Structure 0–5 points	<b>0</b> Goal is missing	<b>1</b> Goal is simplistically stated	2 Goal is stated adequately	3 Goal is stated strongly with some steps identified	4 Goal is stated strongly; ambitious and clear steps are identified	5 Ambitious goal is stated, and articulated with clear steps and evaluation methods	r
Set a Goal: Appropriate Goal 0–5 points	<b>0</b> Goal is missing	1 Goal is inappropriate for the project	2 Goal is relevant but does not relate to a national program	<b>3</b> Goal relates to a national program	4 Goal relates to an issue and a national program, but relevance is unclear	5 Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
Form a Plan: Organization 0–5 points	0 No plan is presented	1 Plan is presented with minimal steps	<b>2</b> Plan is stated with 3–5 steps	3 Plan is clearly stated with 3–5 steps and a timeline identified	4 Plan is multi-phased, chronologically sequenced, and has measurable expectations	5 Plan is multi-phased, chronologically sequence has measurable expectations and is realistic and challenging for participants' level	d,
Form a Plan: Logistics and Timeline 0–5 points	0 Plan does not include logistics	1 Logistics and timeline information have been considered, but no evidence is given in the plan	2 Logistics and timeline are somewhat unclear	3 Logistics and timeline have some gaps and need more detailed descriptions	4 Logistics and timeline are complete but could explain with more detail	5 Plan identified who, whai where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	t,
Act: Action Taken on Plan 0–5 points	<b>0</b> No action plan presented	1 Some actions are explained	2 All actions are explained	3 All actions are explained with mention of possible barriers and outcomes expected	4 Each action step is taken but explanation given is limited	5 Each action step is taken and full explanation is given of actions and outcomes	

Evaluator's Comments - include two things done

well and two opportunities for improvement:

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# National Programs in Action Rubric (continued)

Act:	0	1	2	3	4	5	
Use of Resources and Partners 0–5 points	No evidence of partnerships or resources	Limited evidence of partnerships and resources	Evidence of partnerships and resources exploration, but no action to develop relationships was taken	Evidence of search for partners and resources with appropriate action to begin relationships	The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	
Follow Up:	0	1	2	3	4	5	
Publicity & Recognition	There are no publicit or recognition	y Publicity and recognition are	Publicity and recognition	Publicity is utilized at many steps of	Publicity is utilized throughout the action	Publicity is utilized throughout, recognition is	
0–5 points	strategies	acknowledged, but no an intentional component	•	the action plan, recognition is evident	plan, recognition is evident and appropriate	evident. Both are creative and purposeful	
Follow Up:	0	1	2	3	4	5	
Evaluation 0–5 points		are mentioned a	are included in the evid plans and results pur	lent, but their pose and outcomes	evident, purposefully	Evaluation methods are evident, purposefully used, and measurable outcomes listed	
Organization/	0	1 2	3 4	56	7 8	9 10	
<b>Delivery</b> 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	all topic elements but with minimal	•	Presentation covers n information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject		1	2	3	4	5	
<b>Matter</b> 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	knowledge	matter is evident but	t Knowledge of subject matter is evident and nshared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points	V 0 No evidence of relationship betweer project and FCS		relationship of			5 Knowledge of projectr and FCS relationship is evident and explained well	
Use of Visuals during	0	1 2	3	4	5	6	
Presentation 0-6 points	Visuals not used during presentation	Visuals used to limit amount of speaking ti	meminimally during	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	
Voice – pitch, tempo,	0		1	2	•	3	
<b>volume</b> 0-3 points	Voice qualities not us effectively	sed Voice qu	ality is adequate	Voice quality is goo improve	d, but could Voice qu pleasing	uality is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate g posture or mannerisi contact/inappropriat	ms, avoids eye and eye	1 , posture, mannerisms contact is inconsistent/ is appropriate	2 Gestures, posture, eye contact, and clo appropriate		<b>3</b> s, posture, mannerisms, tact, and clothing enhance ation	
Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than and pronunciation er	n 5) grammatical Some pronu	(3-5) grammatical and nciation errors	Few (1-2) grammat pronunciation error		ation has no grammatical unciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy		<b>4</b> tely Gave appropriate responses to evaluators' questior	5 Responses to questions were appropriate and given	

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial

TOTAL

(90 points possible)





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

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

## NUTRITION AND WELLNESS

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

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

## **Specifications**

#### **Hardcopy Portfolio**

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

#### **Electronic Portfolio**

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

SI	PECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 and 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the port	<i>folio</i> in the order in which t	he parts appear.	
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		ep of the <i>Planning Process</i> use of the <i>Planning Process</i>		
1	Evidence of Online Project Summary Submission		ject summary form located al, and include signed proof	•	
0–9	Content Divider Pages or Sections	pages may be tabbed, m	er/section pages or slides. C hay contain a title, a section nd/or page numbers. They		

# Nutrition and Wellness Specifications (continued)

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

# Nutrition and Wellness Specifications (continued)

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

#### **Oral Presentation**

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

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

#### Resources

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



## NUTRITION AND WELLNESS

### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	ECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	1
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	1
Documentation	at presentation time or signed by	time and signed by adviser	1
0 or 2 points	adviser		
Hardcopy Portfolio	0	1	1
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder	Binder is the official FCCLA binder	1
0–1 point	<b>0</b> Electronic Portfolio not in viewable	I Electronic Portfolio in viewable format to the	1
0-1 point	format to the evaluators	evaluators	1
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors	1
0 5 points	i ortiono execcus tric page initi	Portfolio contains no more than 48 single-sided	1
		pages or 59 slides completed correctly,	1
		including:	1
		<ul> <li>1 project ID page or slide</li> </ul>	1
		<ul> <li>1 table of contents page or slide</li> </ul>	1
		• 1 Planning Process summary page or 2 slides	1
		<ul> <li>Project Summary Submission Proof</li> </ul>	1
		<ul> <li>Up to 9 content divider pages or slides</li> </ul>	1
		Up to 35 content pages or 45 content slides	
Punctuality	0	1	1
0–1 point	Participant was late for presentation	Participant was on time for presentation	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(10 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(90 points possible)	•
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
	Rounded only to the nearest hundredth (i.e. 79.99	not 80.00) Room Consultant Total)	
RATING ACHIEVED (circle or	ne) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99	
VERIFICATION OF FINAL SC	ORE AND RATING (please initial)		
Evaluator 1 Evalu	istor 2 Evolustor 2 Adu	It Poom Concultant Event Load Concultant	



# NUTRITION AND WELLNESS

Rubric – Level 1

Name of Participant \_\_\_\_

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

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# Nutrition and Wellness Rubric Level 1 (continued)

ORAL PRESE							Po
DIGAL 2335 Drganization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation cover information completely but do not flow well	relevant information with	
Knowledge of Nutrition and Nellness D-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation	4 Knowledge is evident and shared at times in the presentation	5 Knowledge is evident and d incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards D-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence and FCS coursework relationship	2 Knowledge of relations national program ident pathway identified	hip to FCS is good,	•	<b>3</b> relationship is evident, national d, and both explained well. FCS dentified	
Use of Portfolio and Visuals during Presentation D-3 points	<b>0</b> Portfolio and visuals not used during presentation	1 Portfolio and visuals used minimally during presentation	2 Portfolio and visuals us throughout presentatio	ed effectively	Presentation move presentation, port	3 es seamlessly between oral folio and visuals	
Voice – pitch, tempo, volume D-3 points	0 Voice qualities not use effectively	d Voice q	1 uality is adequate	<b>2</b> Voice quality is goo improve		3 'oice quality is outstanding and leasing	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerism eye contact/inappropr clothing	s, avoids and eye	1 es, posture, mannerisms e contact is inconsistent/ g is appropriate	2 Gestures, posture, r eye contact, and clo appropriate	othing are e	3 iestures, posture, mannerisms, ye contact, and clothing enhance resentation	
Grammar/Word Usage/ Pronunciation D-3 points	0 Extensive (more than 5 grammatical and pron errors	, ,	1 3-5) grammatical and ciation errors	<b>2</b> Few (1-2) grammati pronunciation error		3 resentation has no grammatical r pronunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropri responses to evaluators' qu	questions were	

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

TOTAL

(90 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



# NUTRITION AND WELLNESS

Rubric – Level 2

Name of Participant \_

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

# Nutrition and Wellness Rubric Level 2 (continued)

ORAL PRESE					_			Po
Drganization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation co information completely but not flow well	overs Pre rele t does a se	9 10 sentation covers all evant information with eamless and logical ivery	
Knowledge of Nutrition and Wellness D-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	3 Knowledge is evident but not effectively used in presentation	4 Knowledge is evident and sh at times in the presentation	ared inco	5 owledge is evident and orporated throughout presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of FCS coursework relationship	2 Knowledge of relations national program ident pathway identified	hip to FCS is good,	•	ified, and botl	ip is evident, national h explained well. FCS	
Use of Portfolio and Visuals during Presentation 0-3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	2 Portfolio and visuals us throughout presentatio	ed effectively	Presentation m presentation, p		ssly between oral visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not use effectively	d Voice q	1 uality is adequate	<b>2</b> Voice quality is goo improve	d, but could	Voice quali pleasing	<b>3</b> ty is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropr clothing	s, avoids and eye	1 es, posture, mannerisms e contact is inconsistent/ g is appropriate	2 Gestures, posture, eye contact, and clo appropriate			<b>3</b> posture, mannerisms, t, and clothing enhance on	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pront errors	, ,	1 3-5) grammatical and ciation errors	<b>2</b> Few (1-2) grammat pronunciation error			<b>3</b> on has no grammatical iation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	Gave appro responses evaluators	to	5 Responses to questions were appropriate and given without hesitation	

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

TOTAL

(90 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



# NUTRITION AND WELLNESS

Rubric – Level 3 and 4

Name of Participant

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

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

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

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

TOTAL

(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial





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

#### Parliamentary Procedure is sponsored in part by National Association of Parliamentarians

#### EVENT LEVELS

Level 1: through grade 8 Level 2: grades 9-10 Level 3: grades 11–12 NATIONAL ASSOCIATION OF PARLIAMENTARIANS®

See page 10 for more information on event levels.

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

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

Student Portal, and provide signed proof of submission at the assigned participation time.

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

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

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

### PARLIAMENTARY PROCEDURE

# **Procedures and Time Requirements for Competition**

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

At the designated time, participants will report to the planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of **Robert's Rules of Order Newly Revised 11th Edition.** Possible topics of new business include, but are not limited to, the following: plans to increase chapter membership, fundraising ideas for local chapter, public relations or promotional projects, *community* service projects, and participation in FCCLA *national programs*.

15 minutes	Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15-minute time frame.)
20 minutes	Participants will move to a demonstration room to present. The demonstrated meeting may be up to 20 minutes in length (rap of gavel for FCCLA Opening Ceremonies to final gavel rap of FCCLA Closing Ceremonies). A five-minute
20 minutes	and a one-minute warning will be given. Participants will be stopped at 20 minutes.
	Following adjournment of the meeting, the secretary will turn in the secretary's record.
15 minutes	Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for
15 minutes	participants.

### **Specifications**

#### Knowledge Test

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

#### **Demonstrated Meeting**

The demonstrated meeting may be up to 20 minutes in length and is presented to evaluators. The demonstrated meeting should show the participants' knowledge of parliamentary law and their ability to perform designated skills, and should follow the agenda given during the preparation time.

Proper Use of Parliamentary Law	Use parliamentary law according to Robert's Rules of Order Newly Revised 11th Edition.
Proper Recognition of Chair and All Members	Use proper procedure when addressing chair or members.
Coverage of Agenda	Address all agenda items properly. Items on agenda should include FCCLA opening ceremony, call to order, previous meeting minutes, treasurer's report, committee report(s), unfinished business, new business, FCCLA closing ceremony, and adjournment.
Main Motion	
Amend a Motion	
Point of Order or Parliamentary Inquiry	
Division of the Assembly or Division of the Question	Demonstrate each ability correctly, in a proper sequence, and at an appropriate time during
Previous Question	the meeting. NOTE: To receive credit for demonstrating each ability correctly, amendments may apply to
Request for Information	one or more motions.
Postpone to a Certain Time	
Refer to a Committee	
Lay on the Table	
Question of Privilege or Recess	

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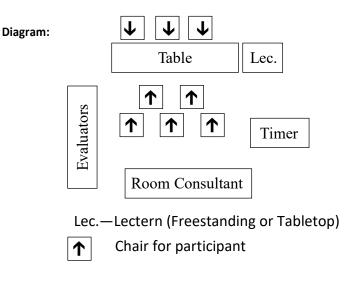
## Parliamentary Procedure Specifications (continued)

Demonstration Time and Quality	Conduct an overall high-quality demonstration which lasts an appropriate amount of time required for <i>content</i> , debate, and involvement.
Clarity of Expression and Voice	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo, and volume. Discussion should flow naturally from one item on agenda to the next.
Poise	Team conducts itself in appropriate, professional, and poised manner.
Impartiality of Presiding Officer	Presiding officer uses entire <i>team</i> and their ideas.
Team Participation	Active participation by all members during opening and closing ceremonies and discussion (except the secretary).
Debate Includes FCCLA	Conduct meeting with accurate use of FCCLA Purposes, Mission, and facts throughout debate.

#### Secretary's Record

Secretary's record of the demonstrated meeting will be taken by the secretary during the meeting on the provided form. The record, upon completion, will be presented to the evaluators immediately following adjournment of the meeting. The secretary's record may not be rewritten after the meeting; it will not be evaluated as final minutes. The record will be evaluated for coverage of all meeting activities.

The *team* enters the demonstration room and is seated. Tables and chairs may not be moved.





Name of Participant

### PARLIAMENTARY PROCEDURE

Point Summary Form

	<b>.</b>		a		
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CHI	ECK		Points
Registration Packet	Picked up by adviser or de	signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		<b> </b>
Proof of Online Project	0	1	
Summary Form	Not provided to Room Consultant at Orientation	Provided to Room Consultant at Orientation	
0-1 point			<b> </b>
Test Scores	Participant 1%		
0-20 points	Participant 2%	Total Team Score%	
	Participant 3% Participant 4 %	• Number of participants on team	
	Participant 4% Participant 5%	= Average Team Score %: = Team Score	
	Participant 6 %		
	Participant 7 %		
	Participant 8%		
	·		
		(20 points possible)	
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1	Initials	(26 points possible)	
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials	(74 points possible)	·
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.99	(Average Evaluator Score plus not 80.00) Room Consultant Total)	·
RATING ACHIEVED (circle or VERIFICATION OF FINAL SCO	ne) Gold: 90-100 Silver: 70-89.99 DRE AND RATING (please initial)	<b>Bronze:</b> 1-69.99	
Evaluator 1 Evalu	ator 2 Evaluator 3 Adu	Ilt Room Consultant Event Lead Consultant	



## PARLIAMENTARY PROCEDURE

-	
DII	hric
nи	bric

Name of Participant \_\_\_\_ 
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_
 Chapter\_\_\_ DEMONSTRATED MEETING 0 5 1-2 3-4 Proper Use of Parliamentary Law Team did not demonstrate any Team lacked basic understanding Team incorrectly carried out Team carried out all procedures Parliamentary Law according to of parliamentary law according to parliamentary procedures twice correctly according to Robert's 0–5 points

	Robert's Rules of Order Newly Revised 11th edition	Robert's Rules of Order Newly Revised 11th Edition	according to Robert's Rules of Order Newly Revised 11th Edition	Rules of Order Newly Revised 11th Edition	
Proper Recognition of Chair and All Members 0–3 points	0 Members were never recognized by chair before speaking	1 Proper recognition of the chair and members were met some of the time	2 Proper recognition of the chair and members were met most of the time	3 Chair and members were recognized properly at all times	
Coverage of Agenda 0–3 points	0 Team did not follow agenda	1 Team did not address all agenda items	2 Team addressed all agenda items, but some were not done properly	3 Team addressed all agenda items properly	
<b>Main Motion</b> 0–3 points	0 Team did not demonstrate a main motion	1 Team incorrectly attempted a main motion	2 Team stated a main motion without properly carrying it out	3 Team correctly demonstrated a main motion	
Amend a Motion 0–3 points	0 Team did not demonstrate amending a motion	1 Team did not complete the amendment of a motion	<b>2</b> Team completed the amendment of a motion, but did so incorrectly	3 Team correctly amended a motion	
Point of Order or Parliamentary Inquiry 0–3 points	0 Team did not demonstrate a point of order or parliamentary inquiry	1 Team did not complete point of order or parliamentary inquiry	2 Team completed point of order or parliamentary inquiry, but did so incorrectly	3 Team correctly demonstrated a point of order or parliamentary inquiry	
Division of the Assembly or Division of the Question 0–3 points	<b>0</b> Team did not demonstrate division of the assembly or division of the question	1 Team did not complete division of the assembly or division of the question	2 Team completed division of the assembly or division of the question, but did so incorrectly	3 Team correctly demonstrated division of the assembly or division of the question	
Previous Question 0–3 points	0 Team did not demonstrate previous question	1 Team did not complete previous question	2 Team completed previous question, but did so incorrectly	3 Team correctly demonstrated previous question	
Request for Information 0–3 points	<b>0</b> Team did not demonstrate request for information	1 Team did not complete request for information	<b>2</b> Team completed request for information, but did so incorrectly	3 Team correctly demonstrated request for information	
Postpone to a Certain Time 0–3 points	<b>0</b> Team did not demonstrate postpone to a certain time	1 Team did not complete postpone to a certain time	<b>2</b> Team completed postpone to a certain time, but did so incorrectly	<b>3</b> Team correctly demonstrated postpone to a certain time	
<b>Refer to a Committee</b> 0–3 points	<b>0</b> Team did not demonstrate refer to a committee	1 Team did not complete refer to a committee	2 Team completed refer to a committee, but did so incorrectly	3 Team correctly demonstrated refer to committee	
<b>Lay on the Table</b> 0–3 points	<b>0</b> Team did not demonstrate lay on the table	1 Team did not complete lay on the table	<b>2</b> Team completed lay on the table, but did so incorrectly	3 Team correctly demonstrated lay on the table	
Question of Privilege or Recess 0-3 points	0 Team did not demonstrate question of privilege or recess	1 Team did not complete question of privilege or recess	2 Team completed question of privilege or recess, but did so incompletely	<b>3</b> Team correctly demonstrated question of privilege or recess	

# Parliamentary Procedure Rubric (continued)

					Points
Demonstration Time	0-1		2	3	
0-3 points	10 minutes or less	10 - 15	minutes	15 – 20 minutes	
Quality of Demonstration Discussion 0-15 points	0 1 2 3 4 Limited quality discussion and ir members	5 6 7 8 volvement of Quality of discussion a member involvement	nd appropriate Quality of	1 12 13 14 15 discussion, diversity of viewpoints priate involvement	
Clarity of Expression and Voice 0-3 points	0 Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	1 Few team members use clear speech or voice projection, or pronunciation or proper grammar	2 Most team members use clear speech or voice projection, or pronunciation or proper grammar	3 Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar	
Poise 0-3 points	0 Expressionless, no hand gesture sways, no eye contact	1 s, Few team members use appropriate expression or hand gestures or posture or eye contact	2 Most team members use appropriate expression or hand gestures or posture or eye contact	3 Good expression, appropriate hand gestures, good posture, good eye contact	
Impartiality of Presiding Officer 0-3 points	<b>0</b> Did not call on all members, states own opinion	1 The presiding officer rarely calls on all members and/or rules fairly on motions	2 The presiding officer usually calls on all members and/or rules fairly on motions	3 The presiding officer always calls on all members and/or rules fairly on motions	
Team Participation	0	1	2	3	
0-3 points	participation prir	01 1	eam members are actively All tea	m members were actively involved rying out the meeting (except	
Debate includes FCCLA Purposes 0-1 point	Team did not include FCCLA Pur	<b>0</b> poses, Mission or facts	Team used FCCLA Purposes, Missi	1 on or facts in a majority of debate	
SECRETARY'S RE	CORD				
Secretary's Record 0-2 points	0 Most information is missing and items were not recorded		1 e agenda items not Organized items	2 and contain all required agenda	

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

TOTAL	
(74 points possible)	
, , ,	

Points

Evaluator #

I

Evaluator Initial

Room Consultant Initial



FCCLA Opening Ceremony



### President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America<sup>®</sup>. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."

### Officers:

"Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation."

### Members:

"As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service."

### President:

"This meeting of the \_\_\_\_\_Chapter of Family, Career and Community Leaders of America. is now in session. You may be seated."

### **BRIEF FCCLA OPENING CEREMONY**

The following is a short alternative opening ceremony.

### President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America». Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This meeting of the <u>Chapter of Family</u>, Career and Community Leaders of America» is now in session. You may be seated."





### FCCLA Closing Ceremony

### President:

"Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

#### Members:

(Repeat Creed)

### CREED

We are the Family, Career and Community Leaders of America». We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values. For we are the builders of homes, Homes for America's future,

Homes where living will be the expression of everything that is good and fair, Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America». We face the future with warm courage and high hope.

### President:

"This meeting of the \_\_\_\_\_Chapter of Family, Career and Community Leaders of America." is now adjourned." (Raps gavel.)

### BRIEF FCCLA CLOSING CEREMONY

The following is a short alternative closing ceremony.

### President:

"Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and career and technical education. This meeting of Family, Career and Community Leaders of America<sup>®</sup> is now adjourned." (Raps gavel.)



FCCLA Secretary's Record



Chapter Name	Presiding Officer					
# of members present	Date	Time	Place			
Opening Ceremony 🖵 YES	🖵 NO	Quorum p	present 🛛 YES 🔍 NO			
Minutes of the previous mee	eting were read	d 🖵 yes 🖵 no App	proved 🖵 YES 🖵 NO			
Corrections 🛛 YES 🔍 NO	Notes:					
Treasurer's Report 🖵 YES	D NO	Attached $\Box$	Filed for audit 📮			
Balance	on hand					
REPORTS, MOTIONS, ETC.	Motion by	Second	<b>Results, Actions</b>			
Committee Report						
Written reports attached						
·						
Unfinished Business						
New Business						
Meeting adjourned at		Submitted b	ру			
Closing Ceremony 🖵 YES	NO NO	Position hel	d			
Closing Ceremony 🖵 YES	U NO	Position hel	u			

**STAR Professional Presentation** 



**Professional Presentation**, an *individual* or *team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an **oral presentation**, and *visuals*.

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

## **PROFESSIONAL PRESENTATION**

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

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

## Specifications

#### File Folder

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3				
Project Identification Page	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name and title of presentation.						
FCCLA Planning Process Summary Page	One 8½"x 11" summary page or present the presentation.	One 8½"x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the presentation.					
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>file folder</i> .						
Documentation Delivery	1 prior professional presentation to different audiences; and proof of presentations with a written thank you note	sentation to different iences; and proof of sentations with a written different audiences of 5 or more individuals; proof of presentations with a news presentations with a news					
Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .						

### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
Introduction	Use creative methods to capture <i>audience</i> attention.	Use creative methods to capture as a part of the introduction.	e audience attention. Use visuals

# Professional Presentation Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4
Knowledge of Subject Matter	Present a minimum of 3 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 4 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 5 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.	Describe suggested methods or techniques FCCLA members can use to address the issues of concern. Discuss appropriate occupational safety or health concerns or issues that are related to the topic.	
Summary	Summarize 2 major points of the presentation.	Summarize 3 main points and/or issues of concern.	Summarize 4 main points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the 10-minute timeframe for the information presented.		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.		
Voice	Speak clearly with appropriate pitch, tempo, and volume.		
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.		
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.		

#### Visuals/Props

*Visuals/props* may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.

Effectively Illustrate Content	Support, illustrate, and/or complement <i>content</i> of presentation.
Creativity of Visuals	Use creative methods to illustrate presentation.
Use of Visuals	Presentation aids must be visible to the <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling.



## **PROFESSIONAL PRESENTATION**

### Point Summary Form

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT (					Points	
<b>Registration Packet</b>			gnated adu	It during scheduled time		
0 or 3 points	No <b>0</b>			Yes <b>3</b>		
Event Online		D		2		
Orientation	Official documentati			ocumentation provided at presentation		
Documentation	presentation time or	r signed by adviser	time and	signed by adviser		
0 or 2 points File Folder	0	1 2	3	4		
0–4 points	No File Folder			File Folder is presented with correct		
o 4 points	presented	incorrect		labeling and sufficient evaluators		
		labeling/insufficie	nt	materials		
		materials for evalu	uators	Project ID page		
		(less than 3 copies		<ul> <li>Planning Process Summary</li> </ul>		
		contents) or incon	nplete	<ul> <li>Project Summary Submission</li> </ul>		
		content		Proof		
				Prior Professional Presentation		
				Documentation		
Dura atura litur		 n		Works Cited		
Punctuality 0–1 point	Participant was late		Participar			
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL		
Evaluator 1	Initials			(10 points possible)		
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE		
Evaluator 3	Initials			(90 points possible)	·	
Total Score	divided by number o	of evaluators		FINAL SCORE		
= AVERAGE EVALUATOR SCORE (Average Evaluator Score plus						
	Rounded only to the ne	earest hundredth (i.e. 79.	99 not 80.00	0) Room Consultant Total)		
RATING ACHIEVED (circle VERIFICATION OF FINAL	,	Silver: 70-89.99 ase initial)	Bronz	<b>e:</b> 1-69.99		
Evaluator 1 Ev	valuator 2 Evalua	ator 3 Adult	Room Consu	ltant Event Lead Consultant		



## **PROFESSIONAL PRESENTATION**

Rubric – Level 1

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

Chapter			State	Team #	Static	on # Leve	I
FILE FOLDER							Point
FCCLA Planning Process Summary Page D–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Norks Cited/ Bibliography )—3 points	<b>0</b> No resources liste		1 are incomplete, not not reliable for	2 Reliable resources but style (see style sheet)	incorrect Complete reliable r	3 e list of current and esources, in MLA or APA e style sheet)	
ORAL PRESENT	ATION						
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for presentation	2 Introduction not effective in capturing attention	3 Somewhat creative/attention getting	<b>4</b> Creative introductions	5 Introduction captured attention immediately	
Knowledge of Subject Matter 0-15 points	<b>0</b> Little or no evidence of knowledge	1 2 3 Minimal evidence of knowledge, less than 3 sources used, or sources not current	4 5 6 Some evidence of knowledge, less than 3 sources used, and sources not current	7 8 9 Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 3 sources are used	<b>10 11 12</b> Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 3 sources used	13 14 15 Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 3 sources used	
Relationship of Family and Consumer Sciences Coursework and Standards D-3 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of k FCS coursework relation		<b>2</b> ledge of relationship to	FCS is Knowledge an evident	<b>3</b> d FCS relationship is	
Methods or Techniques to Address the Issues of Concern 0-12 points	<b>0</b> Did not mention any methods of techniques	1 2 Methods and techniques were given, but not explained	3 4 Methods and techniques were given, but not clearly explained	5 6 Issues were examined with some methods and techniques to solve concerns	7 8 9 Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	10 11 12 Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
Summary 0-5 points	0 Not provided	Poor sumn conclusion	<b>1 2</b> nary with weak	3 4 Provided a summary b concluding statement stronger	out Excellent could be more ma	5 summary includes 2 or jor points and with including statement	
Length of Presentation 0-3 points	<b>0</b> Did not speak	Spoke very	1 v briefly or was stopped	2 Spoke an appropriate could have expanded presentation	length but The prese more on minutes a	3 entation was within 10 and all information was for an appropriate	
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume	<b>0</b> Voice qualities not used	Voice qual	<b>1</b> ity is adequate	2 Voice quality is good,		<b>3</b> ality is outstanding and	

# Professional Presentation Rubric Level 1 (continued)

			· ·	,			
Body Language/	0		1	2		2	Points
Clothing Choice 0-3 points	Uses inappropriate gest posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	posture, mannerisms ontact is inconsistent/ appropriate	Gestures, posture, ma eye contact, and cloth appropriate	1	es, posture, mannerisms, itact, and clothing enhance cation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronu errors		1 ) grammatical and tion errors	<b>2</b> Few (1-2) grammatica pronunciation errors		<b>3</b> ation has no grammatical unciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
VISUALS/PROF Effectively Illustrate Content 0-5 points	2S Visuals not provided	Visuals ar the prese	1 2 e weak in supporting ntation	3 4 Visuals support the pro but do not complemen content		5 s support and complement esentation	
Creativity of Visuals 0-5 points	<b>0</b> Visuals not used during presentation	Visuals no appeal or	1 2 ot original, lacking creativity	<b>3 4</b> Somewhat creative, or appealing	iginal and Highly and cr	5 original, very appealing, eative	
Use of Visuals 0-5 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	<b>3</b> Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL (90 points possible)



Evaluator # Evaluation Initial Room Consultant Initial



## **PROFESSIONAL PRESENTATION**

Rubric – Level 2

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

Chapter			State	Team #	Static	on # Leve	I
FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources liste	current, or	1 are incomplete, not not reliable for	2 Reliable resources but style (see style sheet)	incorrect Complete reliable r	3 e list of current and esources, in MLA or APA	
ORAL PRESENT		project			style (see	style sheet)	
		1	2	3	4	5	
0-5 points	No obvious introduction	Introduction not relevant or appropriate for presentation or did not use visuals	Introduction not effective in capturing attention or not did use visuals	Somewhat creative/attention getting and included use of visuals	Creative introductions and included use of visuals	Introduction captured attention immediately and included use of visuals	
Knowledge of	0	1 2 3	4 5 6	789	10 11 12	13 14 15	
Subject Matter 0-15 points	Little or no evidence of knowledge	Minimal evidence of knowledge, less than 4 sources used, or sources not current	Some evidence of knowledge, less than 4 sources used, and sources not current	Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 4 sources are used	Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 4 sources used	Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 4 sources used	
Relationship of	0	1		2		3	
Family and Consumer Sciences Coursework and Standards 0-3 points	No evidence of relationship between career and FCS	Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relatio national program iden	- nship to FCS is good,	Knowledge and FCS re national program iden explained well	elationship is evident,	
Methods or	0	1 2	3 4	56	789	10 11 12	
Techniques to Address the Issues of Concern 0-12 points	Did not mention any methods of techniques. No connections to occupational safety or health	Methods and techniques were given, but not explained. No connections to occupational safety or health	Methods and techniques were given, but not clearly explained. No connections to occupational safety or health	Issues were examined with some methods and techniques to solve concerns. Connection to occupational safety or health is minimal	Methods and techniques thoroughly explained and issue is connected to occupational safety or health concerns	Critical thinking is used to focus on	
Summary	0		1 2	3 4		5	
0-5 points	Not provided	Poor sumn conclusion	nary with weak	Provided a summary b concluding statement stronger	could be more ma	summary includes 3 or jor points and with ncluding statement	
Length of Presentation 0-3 points	<b>0</b> Did not speak	Spoke very	1 briefly or was stopped	2 Spoke an appropriate could have expanded presentation	more on minutes a	3 entation was within 10 and all information was for an appropriate time	
Organization/	0	1 2	3 4	56	7 8	9 10	1
Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	<b>1</b> ity is adequate	<b>2</b> Voice quality is good, improve	but could Voice qua	<b>3</b> ality is outstanding and	

# Professional Presentation Rubric Level 2 (continued)

							Points
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gest posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	1 posture, mannerisms ontact is inconsistent/ appropriate	2 Gestures, posture, ma eye contact, and cloth appropriate	ning are eye o	3 ures, posture, mannerisms, ontact, and clothing enhance entation	
Grammar/Word	0 1		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronumerrors	,	i) grammatical and ition errors	Few (1-2) grammatica pronunciation errors		entation has no grammatical onunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points VISUALS/PROF Effectively Illustrate Content 0-5 points	Did not answer evaluators' questions PS 0 Visuals not provided		Responded to all questions but without ease or accuracy 1 2 re weak in supporting	Responded adequately to all questions <b>3 4</b> Visuals support the pre-		questions were appropriate and given without hesitation 5 als support and complement	
•		the prese	ntation	but do not complemer content	it the the	presentation	
Creativity of Visuals 0-5 points	<b>0</b> Visuals not used during presentation	Visuals no appeal or	1 2 ot original, lacking creativity	<b>3 4</b> Somewhat creative, or appealing		5 Ily original, very appealing, creative	
Use of Visuals	0	1	2	3	4	5	
0-5 points	Visuals not used during presentation	Visuals used to limit amount of speaking time	Visuals used minimally during presentation	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL (90 points possible)



Evaluator # Evaluation Initial Room Consultant Initial

\_\_\_\_\_



## **PROFESSIONAL PRESENTATION**

Rubric – Level 3 and 4

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

Chapter			State	Team #	Statio	n # Leve	I
FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources liste		1 are incomplete, not not reliable for	2 Reliable resources but style (see style sheet)	incorrect Complete reliable re	3 list of current and esources, in MLA or APA style sheet)	
ORAL PRESENT	ATION	project			Style (See	style sheety	
Introduction 0-5 points	0 No obvious introduction	1 Introduction not relevant or appropriate for presentation or did not use visuals	2 Introduction not effective in capturing attention or not did use visuals	3 Somewhat creative/attention getting and included use of visuals	4 Creative introductions and included use of visuals	5 Introduction captured attention immediately and included use of visuals	
Knowledge of Subject Matter 0-15 points	<b>0</b> Little or no evidence of knowledge	1 2 3 Minimal evidence of knowledge, less than 5 sources used, or sources not current	4 5 6 Some evidence of knowledge, less than 5 sources used, and sources not current	7 8 9 Knowledge of subject matter is current and evident but not effectively used in presentation. Minimum of 5 sources are used	<b>10 11 12</b> Knowledge of subject matter is current, evident and shared at times in the presentation. Minimum of 5 sources used	13 14 15 Knowledge of subject matter is current, evident and incorporated throughout the presentation. Minimum of 5 sources used	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of F coursework relationsh	ip good, natio	2 e of relationship to FCS is onal program identified. hway identified	FCS evident, nationa	<b>3</b> CS relationship is I program identified, ned well. FCS career	
Methods or Techniques to Address the Issues of Concern 0-12 points	0 Did not mention any methods of techniques. No connections to occupational safety or health	1 2 Methods and techniques were given, but not explained. No connections to occupational safety or health	3 4 Methods and techniques were given, but not clearly explained. No connections to occupational safety or health	5 6 Issues were examined with some methods and techniques to solve concerns. Connection to occupational safety or health is minimal	7 8 9 Methods and techniques thoroughly explained and issue is connected to occupational safety or health concerns	Critical thinking is used to focus on	
Summary 0-5 points	0 Not provided	Poor sumn conclusion	1 2 nary with weak	3 4 Provided a summary b concluding statement stronger	could be more maj	5 summary includes 4 or or points and with ncluding statement	
Length of Presentation 0-3 points	<b>0</b> Did not speak	1 Spoke very briefly or was stopped		2 Spoke an appropriate could have expanded presentation	length but The prese more on minutes a	3 entation was within 10 ind all information was or an appropriate	
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice qual	<b>1</b> ity is adequate	<b>2</b> Voice quality is good, improve	but could Voice qua pleasing	3 lity is outstanding and	

# Professional Presentation Rubric Level 3 and 4 (continued)

							Points
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gest posture or mannerisms, eye contact/inappropria clothing	avoids and eye c	1 posture, mannerisms ontact is inconsistent/ s appropriate	2 Gestures, posture, ma eye contact, and cloth appropriate	ning are eye	3 stures, posture, mannerisms, e contact, and clothing enhance esentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronumerrors	,	1 a) grammatical and tion errors	<b>2</b> Few (1-2) grammatica pronunciation errors		3 esentation has no grammatical pronunciation errors	
Responses to Evaluators' Questions 0-5 points VISUALS/PROF	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropria responses to evaluators' questions	5 ate Responses to questions were appropriate and given without hesitation	
Effectively Illustrate Content 0-5 points	0 Visuals not provided	Visuals ar the prese	1 2 e weak in supporting ntation	<b>3 4</b> Visuals support the presentation but do not complement the content		5 Visuals support and complement the presentation	
Creativity of Visuals 0-5 points	<b>0</b> Visuals not used during presentation		1 2 pt original, lacking creativity	<b>3 4</b> Somewhat creative, or appealing	0	5 ghly original, very appealing, nd creative	
Use of Visuals 0-5 points	0 Visuals not used during presentation	1 Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	3 Visuals incorporated throughout presentation	4 Visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL (90 points possible)



Evaluator # **Evaluation Initial** Room Consultant Initial





**Promote and Publicize FCCLA!** is an *individual* or *team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. Participants must prepare an **oral presentation** and **portfolio**.

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

### **ELIGIBILITY & GENERAL INFORMATION**

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

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

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

## PROMOTE AND PUBLICIZE FCCLA!

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

Each entry will s	submit a <i>portfolio</i> ( <i>hardcopy</i> or <i>electronic</i> ) to the event room consultant at the designated participation time.
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 5-minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
10 minutes	Participants will then be given 10 minutes to complete the writing sample portion of the event.
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants, review the writing sample, and meet with each other to discuss participants' strengths and suggestions for improvement

## **Specifications**

### Hardcopy Portfolio

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

### **Electronic Portfolio**

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

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

## Promote and Publicize FCCLA! Specifications (continued)

	Evidence of Research	Document background research and <i>current</i> data supporting project concern. Examples of research include chapter history, school/student trends, <i>community</i> knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all <i>resources</i> appropriately.
Up to 25 8 ½" x 11" pages or 35	Promotion Plan Description	A planned, cohesive promotion and publicity <i>campaign</i> with published goals and objectives for marketing and public relations efforts. Specify <i>current</i> year plans and timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, brochures, letters to chapter members, school officials, and <i>community</i> members, handouts for FCCLA chapter events, and public relations aimed at other <i>professional</i> organizations. The results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target <i>audience</i> .
	Evidence of Campaign	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.
slides	Evidence of <i>Technology</i> Used	Use <i>technology</i> to develop promotional materials that raise awareness and educate the school, parents, and members of the <i>community</i> about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of <i>technology</i> include, but are not limited to: computer applications, audio or video production, multimedia, slides, and photography. Hard copies/pictures must be included in <i>portfolio</i> .
	Evidence of Public Awareness and Promotion	Evidence of a successful promotion plan such as appropriate increase in chapter membership, increase in chapter event participation, increase in interest about FCCLA, increase in support from the school and/or <i>community</i> , or development of partnerships with <i>community resources</i> .
	Relationship to Family and Consumer Sciences	Describe relationship of project <i>content</i> to Family and Consumer Sciences and/or related occupations.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 5-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of <i>current</i> data and knowledge of trends in <i>technology</i> and its application to Family and Consumer Sciences-related concerns.
Use of Portfolio and Visuals	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

-	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

### Writing Sample

The participant(s) will be given 10 minutes to develop an outline of the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same level and will be evaluated for the inclusion of correct parts and professionalism. Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or *community* flyer, and preparing a photograph for publication.

#### Resources

FCCLA Branding and Promotion Guide



Evaluator 1

# **PROMOTE AND PUBLICIZE FCCLA!**

### **Point Summary Form**

Name of Participant								
Chapter	State	Team #	Station #	Level				

- 1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
- 2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
- 3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead Consultant.
- **ROOM CONSULTANT CHECK** Points Picked up by adviser or designated adult during scheduled time **Registration Packet** 0 No Yes 3 0 or 3 points 0 2 **Event Online** Official documentation not provided Official documentation provided at presentation Orientation at presentation time or signed by Documentation time and signed by adviser 0 or 2 points adviser 0 1 Hardcopy Portfolio Binder is the official FCCLA binder Binder is not the official FCCLA binder 0–1 point or **Electronic Portfolio** 0 1 0–1 point Electronic Portfolio not in viewable Electronic Portfolio in viewable format to the format to the evaluators evaluators 2 3 **Portfolio Pages** 0 1 Portfolio exceeds the page limit 2 or more errors 1 error no errors 0-3 points Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 content divider pages or slides • Up to 25 content pages or 35 content slides 0 1 Punctuality Participant was late for presentation Participant was on time for presentation 0–1 point **EVALUATORS' SCORES ROOM CONSULTANT TOTAL** Initials (10 points possible) Evaluator 1 Initials \_\_\_\_\_ AVERAGE EVALUATOR SCORE Evaluator 2 (90 points possible) Evaluator 3\_\_\_\_\_ Initials FINAL SCORE divided by number of evaluators Total Score = AVERAGE EVALUATOR SCORE -(Average Evaluator Score plus Rounded only to the nearest hundredth (i.e. 79.99 not 80.00) Room Consultant Total) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99 RATING ACHIEVED (circle one) VERIFICATION OF FINAL SCORE AND RATING (please initial)
- 5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

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



# **PROMOTE AND PUBLICIZE FCCLA!**

### Rubric

Name of Participant

 Chapter\_\_\_\_\_
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_\_

FCCLA	0	1	2	3	4	5	
Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Pr steps are summarized	-	The Planning Process is used to plan the	
Evidence of Research 0-4 points	<b>0</b> Not explained	1 Some research do incomplete inform		2 current but able sources	3 Research is current, appropriate for topic, from reliable sources	4 Research is current, documented correctly, and appropriate for topic	
Promotion Plan Description 0-10 points	0 Not evident	1 2 The promotion plan has ideas for a few projects and events	3 4 The promotion plan includes ideas for several projects and events	5 6 Promotion plan includes goals, objectives, and ideas for various projects and events throughou the year	7 8 Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan t includes detailed descriptions and is professional in grammar and organization	9 10 Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools	
Evidence of Campaign 0–10 points	<b>0</b> No evidence provided	1 2 Portfolio contains very limited sample of the materials produced for the publicity campaign	3 4 Portfolio contains some of the materials produced for the campaign	5 6 Portfolio contains most of the materials produced for the campaign	7 8 Portfolio contains samples of all materials produced for the publicity campaign	9 10 There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality	
Evidence of Technology Used 0-3 points	0 No technology used		1 ty used to develop t not explained		ject are explained project	3 ology used to develop t and materials were oped to document project	
Evidence of Public Awareness and Promotion 0–5 points	<b>0</b> Evidence is missing	1 The portfolio shows limited information regarding public awareness and promotion	2 The portfolio adequately addresses the area of public awareness and promotion	3 The portfolio extensively show areas of public awareness and promotion	4 The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	5 The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
Relationship to Family and Consumer Sciences and/or Related Occupations 0-5 points	0 Not included	1 Vaguely referred to	<b>2</b> Explained, but done so poorly	<b>3</b> Explained fully	4 Explained fully with evidence of some understanding of content area	5 Explained fully with evidence of mastery of the content area	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 are incomplete, not r not reliable for	Reliable resour style <i>(see style</i>	sheet) reliab style (	<b>3</b> lete list of current and e resources, in MLA or APA see style sheet)	
Appearance 0–3 points	<b>0</b> Portfolio is illegible an unorganized	grammati	1 s neat, but may contain cal or spelling errors anized poorly	Portfolio is nea professional, w grammar and s	vith correct correct spelling used v	3 legible, professional, t grammar and spelling vith effective organization prmation	

# Promote and Publicize FCCLA! Rubric (continued)

ORAL PRESE	ΝΤΑΤΙΟΝ							Poir
Drganization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 Presentation some topic elements	2 covers	<b>3 4</b> Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation cor information completely but of not flow well	relevant information with	
Knowledge of Subject Matter )-5 points	0 Little or no evidence of knowledge	1 Minimal evic knowledge	lence of	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and sha at times in the presentation		
Jse of Portfolio Ind Visuals Juring Presentation D-5 points	<b>0</b> Portfolio and visuals not used during presentation	1 Portfolio and used to limit amount of s time		<b>2</b> Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and vis used effectively throughout presentation	5 uals Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>/oice – pitch, empo, volume</b> )-3 points	<b>0</b> Voice qualities not use effectively		Voice qu	<b>1</b> ality is adequate	2 Voice quality is goo improve	•	3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice I-3 points	0 Uses inappropriate ge posture or mannerism eye contact/inapprop clothing	is, avoids	and eye	1 s, posture, mannerisms contact is inconsistent/ is appropriate	<b>2</b> Gestures, posture, eye contact, and clo appropriate	-	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Jsage/ Pronunciation I-3 points	0 Extensive (more than grammatical and pron errors	,	•	1 -5) grammatical and iation errors	<b>2</b> Few (1-2) grammat pronunciation error		3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions I-5 points	0 Did not answer evaluators' questions	1 Unable to ar some questi		2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriat responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	
WRITING SA Knowledge of Public Relations D-6 points	MPLE OUTLINE 0 Writing sample outlind done		1 nstrates a ot real kno	n attempt at sample	3 4 Demonstrates some kno required sample	ki	5 6 emonstrates high level of nowledge and skills and knowledge f required sample parts	
Professionalism D-2 points	Writing sample outline	<b>0</b> e not done		Sample is unorganize	1 d and has grammatical e	rrors Sample is or grammatica	<b>2</b> ganized, neat, and without Lerrors	

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

TOTAL (90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial





Public Policy Advocate, an *individual* or *team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national or global concern relating to an area concerning Family and Consumer Sciences and/or related occupations, research the topic, identify a target *audience* and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a *portfolio* and oral presentation.

### **EVENT LEVELS**

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

**ELIGIBILITY & GENERAL INFORMATION** 

See page 10 for more information on event levels.

- 1. Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- 2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- Participants should design projects to advocate for in an effort to positively affect a policy or law. Projects related to general awareness of a topic do not meet the requirements of this event.
- 4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 5. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference

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

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

## PUBLIC POLICY ADVOCATE

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

Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.					
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.				
to minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set up time.				
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1- minute playing time during the presentation. <i>Presentation equipment</i> , without audio, may be used during the entire presentation.				
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.				
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.				

## **Specifications**

### Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 61 slides, as described below.

SPEC	SPECIFICATIONS		LEVEL 2	LEVEL 3 AND 4	
1-8 ½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant name(s), chapter name, school, city, state, event name, and project title.			
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.			
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.			
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab FCCLA Student Portal, and include signed proof of submission in the port			
0–11	<i>Content Divider Pages</i> or Sections	Use 0 to 11 <i>content divider/</i> may be tabbed, may contair decorations, and/or page nu	n a title, a section name, gr	aphic elements, thematic	

# Public Policy Advocate Specifications (continued)

SPEC	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Up to 35 8 ½" x 11" pages or 45 slides	Issue Type (Relating to an area concerning Family and Consumer Sciences and/or related occupations)	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, <i>current</i> , and based on an actual need observed by the participant(s). Indicate whether the issue is a <b>local or state</b> concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, <i>current</i> , and based on an actual need observed by the participant(s). Indicate whether the issue is a <b>local, state or national</b> concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, <i>current</i> , and based on an actual need observed by the participant(s). Indicate whether the issue is a <b>local, state, national or</b> <b>global</b> concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.			
	Issue Research	Comprehensively describe the concern the project addresses, including points from all sides of the issue. Research should be based on factual information and pros and cons of each side of the issue should be addressed. Research should include the stakeholders in the issue and their position regarding the concern.					
	Project Goals	Provide project goals that are specific, measurable, attainable, realistic, and timely. Include points of support for each of the goals throughout the project.					
	Elevator Speech	Develop a short, concise statement about the project's point of view and goals for the issue that can be used if given limited time or a chance meeting with someone who is interested in the participants' opinion.					
	"Leave Behind" Document	Using information from the issue research, project goals, and applicable statistics and data, participant should create a document no larger than one 8" x 11" page that could be left with individuals following a meeting to summarize and remind them of the participants' request. *If using an <i>electronic portfolio</i> , the one-page document should be included in its original form to capture the exact document used in the project.					
	Target Audience Profile	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include one (1) way discovered to best reach the chosen audience(s).	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include two (2) ways discovered to best reach the chosen <i>audience(s).</i>	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include three (3) ways discovered to best reach the chosen <i>audience(s)</i> .			

# Public Policy Advocate Specifications (continued)

SPEC	IFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Up to 35 8 ½" x 11"	Partnerships	Research, identify, and interview one (1) individual or one (1) group whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.	Research, identify, and interview two (2) individuals or two (2) groups whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.	Research, identify, and interview three (3) individuals or three (3) groups whom hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.			
pages or 45 slides, continued	Methods of Action	Detail each of the methods of action used during the project. Meetings and presentations should be documented by summarizing who the participant(s) met with, time of the meeting, main discussion points, and any follow up planned/conducted, letters/articles should be included in the <i>portfolio</i> , etc.					
	Media Involvement	Efforts and successes in gaining media attention around the concern. Include 2 examples from either newspaper, radio, television, internet, social media, etc.	Efforts and successes in gaining media attention around the concern. Include 3 examples from either newspaper, radio, television, internet, social media, etc.	Efforts and successes in gaining media attention around the concern. Include 4 examples from either newspaper, radio, television, internet, social media, etc.			
	Results of Advocacy	Include information regarding the results of the participants' efforts, including actions taken by those they targeted, response from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent concern regarding the issue encountered through the participants' targeted <i>audience</i> and include suggestions on how to counteract their opposition in the future.					
	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation st reliable and current.	yle to cite all references. Reso	ources should be			
	Appearance		ible, and <i>professional</i> and use	e correct grammar and			

### **Oral Presentation**

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4					
Organization/Delivery	Deliver oral presentation in an or project.	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.						
Knowledge of Public Policy	Demonstrate knowledge of publi	Demonstrate knowledge of public policy and ability to apply knowledge to real-life situations.						
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.					
Use of Portfolio and Visuals During Presentation		upport, illustrate, or complement pr	esentation.					
Voice	Speak clearly with appropriate pi	tch, tempo, and volume.						
Body Language/ Clothing Choice		Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the presentation.						
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.							
Responses to Evaluators' Questions	Provide clear and concise answers the presentation.	to evaluators' questions regarding p	project. Questions are asked after					



## PUBLIC POLICY ADVOCATE

**Point Summary Form** 

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH			Points
<b>Registration Packet</b>		signated adult during scheduled time	
0 or 3 points	No <b>0</b>	Yes <b>3</b>	
Event Online	0	2	
Orientation	Official documentation not provided	Official documentation provided at presentation	
Documentation	at presentation time or signed by	time and signed by adviser	
0 or 2 points	adviser		
Hardcopy Portfolio	<b>0</b> Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
0–1 point or Electronic Portfolio			
0–1 point	Electronic Portfolio not in viewable	L Electronic Portfolio in viewable format to the	
o _ po	format to the evaluators	evaluators	
Portfolio Pages	0	1 2 3	
0–3 points	Portfolio exceeds the page limit	<ul> <li>2 or more errors 1 error no errors</li> <li>Portfolio contains no more than 50 single-sided</li> <li>pages or 61 slides completed correctly,</li> <li>including: <ul> <li>1 project ID page or slide</li> <li>1 table of contents page or slide</li> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> <li>Up to 11 content divider pages or slides</li> </ul> </li> </ul>	
		Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	<b>0</b> Participant was late for presentation	1 Participant was on time for presentation	
EVALUATORS' SCORES	rancipant was late for presentation	ROOM CONSULTANT TOTAL	
	Initials	(10 points possible)	
Evaluator 1			
Evaluator 2	Initials		
Evaluator 3	Initials	(90 points possible)	•
Total Score	divided by number of evaluators	FINAL SCORE	
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 79.99	1 - 8	<u></u>

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

\_\_\_\_\_ Event Lead Consultant\_\_\_\_\_



# **PUBLIC POLICY ADVOCATE**

Rubric – Level 1

Name of Participant \_\_\_\_

Chapter			State_	Team #	Station	n#Level_	
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
<b>Issue Type</b> 0–3 points	0 Not provided	1 Issue type identified, related to a policy or of focus not identifie	law, or level level	<b>2</b> type of policy or law, and of focus identified as local	Issue type of policy of	3 or law, and level of local or d, based on relevant,	
Issue Research 0–10 points	0 Not included Issue is	1 2 mentioned Issue with resea	<b>3 4</b> is identified Iss limited re- rch provided do ne side of the th	56 ue is identified, Issue i searched, but it and ev es not validate the ne	7     8       s identified,     Issue is       vidence of     with va       ved is used to     action,       he action     stakeho	9 10 identified and researched lidity to the need for including various olders identified and their n on the issue	
Project Goals 0–3 points	<b>0</b> Not provided	, ,	1 s are identified sing points of support	2 Project goals are identifi partial points of support		3 s and points of support for identified and well	
Elevator Speech/ Leave Behind 0–5 points	<b>0</b> Not included	Talking poir well develo	1 2 Its are evident, not ped	3 4 Talking points are evider well developed, leave be item is evident	nt and Talking points an chind effective and on	<b>5</b> d elevator speech are target for advocacy hind item is well designed	
<b>Target Audience</b> 0–3 points	<b>0</b> Not included	1 Audience is mentioned b thoroughly defined		2 ce is defined but limited or inions and actions	Audience(s) are we past opinions and	3 ell defined, research on actions, and provides 1 ng target audience(s)	
Evidence of Partnerships 0–2 points	0 No partnerships provide	d	Partnerships (1) ident evidence of reaching partners	1 ified though lacks out to or interviews with		2 ied, researched and	
Methods of Action 0–5 points	0 Not included	1 Steps inadequate	2 Presented but not organized	3 Steps are well organized, but does not include details of meeting, discussion, or follow up	4 Steps are presented, organized, summarized project explained, includes some meeting details	5 Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up	
Media Involvement 0–3 points	<b>0</b> Not included		1 examples or does project concern	2 Includes 2 examples of me success and/or efforts and somewhat address projec	d and/or effor	3 xamples of media success rts and media ly address project concern	
Results of Advocacy 0–5 points	0 No follow up was done	1 Outcomes inadequately stated, and no evaluation used	2 Outcomes inadequately stated, evaluation method used and results explained	3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	<b>4</b> Outcomes are	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included	
Works Cited/ Bibliography 0–3 points	0 No resources listed		<b>1</b> re incomplete, not not reliable for	Reliable resources but style (see style sheet)		3 st of current and reliable n MLA or APA style <i>(see</i>	
Appearance 0–3 points	<b>0</b> Portfolio is illegible and unorganized	Portfolio is	1 neat, but may contain I or spelling errors nized poorly	<b>2</b> Portfolio is neat, legibl professional, with corre grammar and spelling	e, and Neat, legible ect grammar an	<b>3</b> e, professional, correct d spelling used with ganization of	

# Public Policy Advocate Rubric Level 1 (continued)

ORAL PRESENT	ATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Public Policy 0-10 points	0 Little or no evidence of knowledge of public policy	1 2 Minimal evidence of knowledge of public policy	3 4 Some evidence of knowledge of public policy	5 6 Knowledge of public policy is evident but not effectively used in presentation	7 8 Knowledge of public policy is evident and shared at times in the presentation	9 10 Knowledge of public policy is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relatior between project and Fi		1 nal evidence of knowledge CS coursework relationship	2 Knowledge and relat to FCS is good	tionship Knowledge evident	3 e and FCS relationship is	
Use of Portfolio and Visuals during Presentation 0-3 points	0 Portfolio and visuals not used during presentation	Portfolio and visuals opresentation	1 used minimally during	2 Portfolio and visuals us throughout presentatio	ed effectively	3 Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	d Voice q	1 uality is adequate	2 Voice quality is good improve	l, but could Voice pleas	3 e quality is outstanding and sing	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye	1 es, posture, mannerisms e contact is inconsistent/ g is appropriate	2 Gestures, posture, n eye contact, and clor appropriate	thing are eye o	3 ures, posture, mannerisms, contact, and clothing enhance entation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pronu errors	, ,	1 3-5) grammatical and ciation errors	<b>2</b> Few (1-2) grammatic pronunciation errors		3 entation has no grammatical onunciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questi	5 Responses to questions were ons appropriate and given without hesitation	

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

**TOTAL** (90 points possible)

Evaluator #

Evaluator Initial

Room Consultant Initial



Works Cited/

Bibliography

0-3 points

0

0

No resources listed

## **PUBLIC POLICY ADVOCATE**

Rubric – Level 2

Name of Particip	ant					
Chapter			State_	Team #	Station	n # Level
PORTFOLIO FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	steps are	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained
<b>Issue Type</b> 0–3 points	<b>0</b> Not provided	1 Issue type identified related to a policy o of focus not identifi	r law, or level level	2 type of policy or law, and of focus identified as local, , or national	Issue type of policy of	3 or law, and level of local, cus identified, based on
<b>Issue Research</b> 0–10 points	0 Not included Issue	with rese	n limited re earch provided do one side of the th	sue is identified, Issue is searched, but it and ev bes not validate the ne	idence of with va ed is used to action, he action stakeho	9 10 i identified and researched alidity to the need for including various olders identified and their n on the issue
Project Goals 0–3 points	0 Not provided	, ,	1 als are identified ssing points of support	2 Project goals are identifi partial points of support		<b>3</b> Is and points of support for identified and well d
Elevator Speech/ Leave Behind 0–5 points	<b>0</b> Not included	Talking po well develo	1 2 ints are evident, not oped	3 4 Talking points are evider well developed, leave be item is evident	nt and Talking points an hind effective and on	5 Id elevator speech are target for advocacy hind item is well designed
<b>Target Audience</b> 0–3 points	0 Not included	1 Audience is mentioned thoroughly defined		2 ice is defined but limited on pinions and actions	Audience(s) are we past opinions and	3 ell defined, research on actions, and provides 2 ing target audience(s)
Evidence of Partnerships 0–2 points	No partnerships provid	<b>0</b> ded	Partnerships (1) iden evidence of reaching partners	1 tified though lacks out to or interviews with	Partnerships (1) identif interviewed with evide	2 fied, researched and
Methods of Action 0–5 points	0 Not included	1 Steps inadequate	<b>2</b> Presented but not organized	3 Steps are well organized, but does not include details of meeting, discussion, or follow up	4 Steps are presented, organized, summarized project explained, includes some meeting details	5 Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up
Media Involvement 0–3 points	0 Not included		1 B examples or does as project concern	2 Includes 3 examples of me success and/or efforts and somewhat address project	and/or effor	3 examples of media success rts and media ly address project concern
<b>Results of Advocacy</b> 0–5 points	<b>0</b> No follow up was done	1 Outcomes inadequately stated, and no evaluation used	2 Outcomes inadequately stated, evaluation method used and results explained	3 Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	4 Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included

Appearance 1 0–3 points Portfolio is illegible and Portfolio is neat, but may contain Portfolio is neat, legible, and Neat, legible, professional, correct unorganized grammatical or spelling errors professional, with correct grammar and spelling used with and is organized poorly grammar and spelling effective organization of information

1

Resources are incomplete, not

current, or not reliable for

project

2

2

Reliable resources but incorrect

style (see style sheet)

3

Complete list of current and reliable

resources, in MLA or APA style (see

3

style sheet)

# Public Policy Advocate Rubric Level 2 (continued)

Organization/	0	12	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
0 – 10 points	done or presented	some topic	all topic elements	complete	information	relevant information with	
	briefly and does not	elements	but with minimal	information but	completely but does	a seamless and logical	
	cover components	cicinents	information	does not explain the	not flow well	delivery	
	of the project		mormation	project well	not now wen	delivery	
Knowledge of	0	1 2	3 4	5 6	7 8	9 10	
Public Policy	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy	
0-10 points	of knowledge of	knowledge of public	knowledge of public	policy is evident but	policy is evident and	is evident and	
	public policy	policy	policy	not effectively used	shared at times in	incorporated throughout	
	public policy	policy	poncy	in presentation	the presentation	the presentation	
Relationship of	0	1		2		3	
Family and	No evidence of	– Minimal evidence of k	nowledge and Knowl	edge of relationship to FC	S is Knowledge o	of FCS relationship is evident,	
Consumer	relationship	FCS coursework relation	•	national program identifie		gram identified	
Sciences	between project		1 0 /	1 0		5	
Coursework and Standards	and FCS						
0-3 points							
Use of Portfolio	0	1		2		3	
and Visuals	Portfolio and visuals	Portfolio and visuals u	sed Portfo	lio and visuals used effecti	ively Presentation	moves seamlessly between	
during	not used during	minimally during pres	entation throug	hout presentation	, oral present	ation, portfolio and visuals	
Presentation	presentation	, ,,		· ·	·	<i>.</i>	
0-3 points Voice – pitch,	0		1	2		3	
tempo, volume	Voice qualities not use	d Voice a	ality is adequate	Z Voice quality is goo	d but could Voice	quality is outstanding and	
0-3 points	effectively		anty is adequate	improve	pleas		
Body Language/	0		1	2	pieas	3	
Clothing Choice	Uses inappropriate ges	tures Gesture	s, posture, mannerisms	ے Gestures, posture, r	mannerisms Gosti	ures, posture, mannerisms,	
0-3 points	posture or mannerisms	,	contact is inconsistent/	eye contact, and clo	,	ontact, and clothing enhance	
	eve contact/inappropri		is appropriate	appropriate	e ,	entation	
	clothing		is appropriate	appiopilate	prese	intation	
Grammar/Word	0		1	2		3	
Usage/	Extensive (more than 5	i) Some (3	-5) grammatical and	Few (1-2) grammati	ical and Prese	entation has no grammatical	
Pronunciation	grammatical and pronu	inciation pronund	iation errors	pronunciation error	s or pr	onunciation errors	
0-3 points	errors				- F		
Responses to	0	1	2	3	4	5	
Evaluators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators' questions	some questions	questions but	adequately to all	responses to	questions were	
0-5 points			without ease or	questions	evaluators' questi	ons appropriate and	
			accuracy			given without	
						hesitation	

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

TOTAL

(90 points possible)

Evaluator #\_\_\_\_\_

Evaluator Initial

Room Consultant Initial



# **PUBLIC POLICY ADVOCATE**

Rubric – Level 3 and 4

Name of Participant \_

Chapter			State	Team #_	Stati	on # Level_	
PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	- Inadequate steps in	All Planning Proces		Evidence that the	The Planning Process	
Summary Page	summary not	the Planning Process	steps are presented	-	Planning Process	is used to plan the	
0–5 points	provided	are presented	but not summarize		was utilized to plan	project. Each step is	
					project	fully explained	
Issue Type	0	1		2	p	3	
0–3 points	Not provided	Issue type identified,	but is not Issu	e type of policy or law, and	Issue type of polic	y or law, and level of local,	
		related to a policy or		l of focus identified as loca		global focus identified,	
		of focus not identifie		e, national or global		current and actual need	
Issue Research	0	1 2	3 4	5 6	7 8	9 10	
0–10 points						is identified and researched	
0 10 00//13	1550215			-	,	validity to the need for	
						n, including various	
						holders identified and their	
	•	issue	4	plan 2	posit	ion on the issue	
Project Goals	0 Net availant	D!	1 In and its of the state of th	<b>2</b>	ifted with Destant	3 ala and natura of success of f	
0–3 points	Not provided	, ,	ls are identified	Project goals are ident	, , , ,	als and points of support for	
		though mis	sing points of suppor	t partial points of suppo	-	is identified and well	
					document		
Elevator Speech/	0		1 2	3 4		5	
Leave Behind	Not included		nts are evident, not	Talking points are evid		and elevator speech are	
0–5 points		well develo	ped	well developed, leave	behind effective and o	n target for advocacy	
				item is evident	project, leave b	ehind item is well designed	
Target Audience	0	1		2		3	
0–3 points	Not included	Audience is mentioned I	out not Audie	nce is defined but limited	on Audience(s) are	well defined, research on	
· · · · ·		thoroughly defined	past c	pinions and actions	past opinions an	d actions, and provides 3	
					methods for read	ching target audience(s)	
Evidence of	0			1		2	
Partnerships	No partnerships provide	d	Partnerships (1) ide	ntified though lacks	Partnerships (1) iden	tified, researched and	
0–2 points				g out to or interviews with		dence of reaching out	
			partners			<b>0</b>	
Methods of Action	0	1	2	3	4	5	
0–5 points	Not included	- Steps inadequate	Presented but not	Steps are well	Steps are presented,	Plan is well developed	
0–5 points		Steps madequate	organized	organized, but does	organized,	and each step is fully	
			organized	not include details	summarized project	explained, includes	
				of meeting,	explained, includes		
				0,		meeting details,	
				discussion, or follow	some meeting details		
	-			up		follow up	
Media Involvement	0		1	2		3	
0–3 points	Not included		examples or does	Includes 4 examples of r		examples of media success	
		not address	project concern	success and/or efforts a		orts and media	
				somewhat address proje	ect concern appropria	tely address project concern	
Results of Advocacy	0	1	2	3	ect concern appropria 4	tely address project concern 5	
•	No follow up was	1 Outcomes	<b>2</b> Outcomes		ect concern appropria 4 Outcomes are	tely address project concern 5 Outcomes are	
•				<b>3</b> Outcomes are	4	<b>5</b> Outcomes are	
•	No follow up was	Outcomes	Outcomes	<b>3</b> Outcomes are d, measurable,	<b>4</b> Outcomes are	<b>5</b> Outcomes are e measurable, complete	
•	No follow up was	Outcomes inadequately stated,	Outcomes inadequately stated	3 Outcomes are d, measurable, complete and	4 Outcomes are measurable, complet and thoroughly done.	<b>5</b> Outcomes are e measurable, complete	
•	No follow up was	Outcomes inadequately stated, and no evaluation	Outcomes inadequately stated evaluation method used and results	3 Outcomes are d, measurable, complete and thoroughly done. A	4 Outcomes are measurable, complet and thoroughly done. Multiple methods	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation	
•	No follow up was	Outcomes inadequately stated, and no evaluation	Outcomes inadequately stated evaluation method	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result:	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and	
•	No follow up was	Outcomes inadequately stated, and no evaluation	Outcomes inadequately stated evaluation method used and results	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used	4 Outcomes are measurable, complet and thoroughly done. Multiple methods	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well.	
•	No follow up was	Outcomes inadequately stated, and no evaluation	Outcomes inadequately stated evaluation method used and results	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result:	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future	
0–5 points	No follow up was done	Outcomes inadequately stated, and no evaluation	Outcomes inadequately stated evaluation method used and results	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result:	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included	
0–5 points	No follow up was done	Outcomes inadequately stated, and no evaluation used	Outcomes inadequately state evaluation method used and results explained 1	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included 3	
0–5 points Works Cited/ Bibliography	No follow up was done	Outcomes inadequately stated, and no evaluation used Resources a	Outcomes inadequately state evaluation method used and results explained 1 re incomplete, not	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable	
0–5 points Norks Cited/ Bibliography	No follow up was done	Outcomes inadequately stated, and no evaluation used Resources a	Outcomes inadequately state evaluation method used and results explained 1	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained t incorrect Complete resources,	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see	
0–5 points Norks Cited/ Bibliography	No follow up was done	Outcomes inadequately stated, and no evaluation used Resources a	Outcomes inadequately stated evaluation method used and results explained 1 re incomplete, not not reliable for	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu style (see style sheet)	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see t)	
0–5 points	No follow up was done	Outcomes inadequately stated, and no evaluation used Resources a current, or	Outcomes inadequately state evaluation method used and results explained 1 re incomplete, not	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained t incorrect Complete resources,	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see	
0–5 points Works Cited/ Bibliography D–3 points	No follow up was done <b>0</b> No resources listed	Outcomes inadequately stated, and no evaluation used Resources a current, or project	Outcomes inadequately stated evaluation method used and results explained 1 re incomplete, not not reliable for	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu style (see style sheet) 2	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained ti incorrect Complete resources, style shee	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see t)	
0–5 points Works Cited/ Bibliography D–3 points Appearance	No follow up was done 0 No resources listed 0	Outcomes inadequately stated, and no evaluation used Resources a current, or project Portfolio is	Outcomes inadequately stated evaluation method used and results explained 1 rre incomplete, not not reliable for 1 neat, but may contai	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu style <i>(see style sheet)</i> 2 n Portfolio is neat, legil	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained thincorrect Complete resources, style shee ble, and Neat, legil	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see t) 3 ole, professional, correct	
0–5 points Norks Cited/ Bibliography 0–3 points Appearance	No follow up was done 0 No resources listed 0 Portfolio is illegible and	Outcomes inadequately stated, and no evaluation used Resources a current, or project Portfolio is grammatica	Outcomes inadequately stated evaluation method used and results explained 1 rre incomplete, not not reliable for 1	3 Outcomes are d, measurable, complete and thoroughly done. A single evaluation method was used and results explained 2 Reliable resources bu style <i>(see style sheet)</i> 2	4 Outcomes are measurable, complet and thoroughly done. Multiple methods were used and result are explained it incorrect Complete resources, <i>style shee</i> pole, and Neat, legil rrect grammar	5 Outcomes are e measurable, complete and thoughtfully done. Multiple evaluation s methods were used and results explained well. Plans to improve future efforts are included 3 list of current and reliable in MLA or APA style (see t) 3	

# Public Policy Advocate Rubric Level 3 and 4 (continued)

Organization/	0	1 2	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers all	
– 10 points	done or presented	some topic	all topic elements	complete	information	relevant information with	
	briefly and does not	elements	but with minimal	information but	completely but does	a seamless and logical	
	cover components	elements	information	does not explain the	not flow well	delivery	
	of the project		IIIOIIIIduoii	project well	not now wen	delivery	
(nowledge of	0	1 2	3 4	5 6	7 8	9 10	
ublic Policy	Little or no evidence	Minimal evidence of	Some evidence of	Knowledge of public	Knowledge of public	Knowledge of public policy	
)-10 points	of knowledge of	knowledge of public	knowledge of public	policy is evident but	policy is evident and	is evident and	
	public policy	policy	policy	not effectively used	shared at times in	incorporated throughout	
	public policy	policy	policy	in presentation	the presentation	the presentation	
Relationship of	0	1		2	the presentation	3	
amily and	No evidence of	Minimal evidence of I	nowledge and Kn	owledge of relationship to	FCS is Knowledge	of FCS relationship is evident,	
Consumer	relationship	FCS coursework relati	•	od, national program ident	•	ogram identified, and both	
Sciences	between project		1 0	S career pathway identified		vell. FCS career pathways	
Coursework and	and FCS			b career patriway identified	identified	ven. i co career patriways	
Standards					identined		
)-3 points Jse of Portfolio	0		1	2		3	
and Visuals	Portfolio and visuals	Portfolio and visuals	sed minimally during	Portfolio and visuals us	ad offectively D	resentation moves seamlessly	
during	not used during	presentation	iseu minimany uuring	throughout presentatio	'	etween oral presentation,	
Presentation	presentation	presentation		throughout presentation		ortfolio and visuals	
0-3 points	1				þ		
/oice – pitch,	0		1	2		3	
<b>tempo, volume</b> D-3 points	Voice qualities not use	d Voice q	uality is adequate	Voice quality is goo	,	ce quality is outstanding and	
	effectively			improve	plea	asing	
Body Language/	0		1	2		3	
Clothing Choice D-3 points	Uses inappropriate ges	,	es, posture, mannerisms	Gestures, posture, r		tures, posture, mannerisms,	
o-s points	posture or mannerism	, ,	contact is inconsistent/	eye contact, and clo	<b>e</b> 1	contact, and clothing enhance	
	eye contact/inappropr	iate clothing	g is appropriate	appropriate	pre	sentation	
Crommon /Mond	clothing		4				
Grammar/Word Usage/	0	·)	1	2		3	
Pronunciation	Extensive (more than 5	, ,	3-5) grammatical and	Few (1-2) grammati		sentation has no grammatical	
D-3 points	grammatical and pronu	unciación pronun	ciation errors	pronunciation error	s or p	ronunciation errors	
lesponses to	errors 0	1	2	3	4	5	
valuators'	Did not answer	Unable to answer	Responded to all	s Responded	4 Gave appropriate	-	
Questions	evaluators' questions	some questions	questions but				
0-5 points	evaluators questions	some questions	without ease or	adequately to all	responses to	questions were	
•				questions	evaluators' ques		
			accuracy			given without	
						hesitation	

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

TOTAL

(90 points possible)

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial





**Repurpose and Redesign** is an *individual or team event* that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a *display* using a sample of their skills. Participants select a **used** fashion, home, or other postconsumer item to repurpose into a new product. Participants will create a brand-new product, but may not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their *displays* and present the results of their projects to evaluators.

### EVENT LEVELS

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

See page 10 for more information on event levels.

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

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

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

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

## **REPURPOSE AND REDESIGN**

## Procedures and Time Requirements for Competition

5 minutes	At the designated participation time, participants will have 5 minutes to set up their <i>display</i> and submit 3 copies of the completed Skills Selection Chart. Other persons may not assist.
10 minutes	Evaluators and room consultants will have up to 10 minutes to inspect the product for the skill areas indicated by the participant.
5 minutes	The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.

## Specifications

### Display

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

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4				
Project Identification Page	One 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.						
FCCLA Planning Process Summary Page		One 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.					
Evidence of Online Project Summary Submission		ummary form located on the "Surve of of submission on the display.	eys" tab on the FCCLA Student				
	The <i>display <mark>must contain</mark> the photo storyboard.</i>	project product, material profile, co	ost itemization, time log, and				
Project Product	should be aware that for Nationapply for large or heavy items,	The project product must be included in the tabletop or freestanding display. Participants should be aware that for National Leadership Conference, significant shipping changes may apply for large or heavy items, and should plan accordingly. If the project product is not included in the display, a "0" will be recorded on the Skill Area Rubric.					
Material Profile	displayed. The material profile	repared front side only on paper no will contain a sample of each mate bout material <i>content</i> and type—co	erial used to make the project				
Cost itemization		build be prepared front side only on n will show a list of all supplies used Il costs.					
	All purchased supplies not to e	All purchased supplies not to exceed \$50					
Time Log	A log of time invested in designing and making the product(s) should be prepared front side only on one 8 ½" x 11" paper and displayed. Total hours should be shown and should not exceed time as follows:						
	8 hours	15 hours	25 hours				

## Repurpose and Redesign Specifications (continued)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4				
Photo Storyboard	A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed.						
	3-5 photos	6-10 photos step by step	11-15 photos step by step with detailed explanation				
Marketing Plan	Develop a marketing plan to include target market information, product name, product description, pricing options, promotional ideas, and possible places of sale.						
	presentation by the participant provided. Please note: Lingerie and sw	ve model. Apparel products may no . If needed, a mannequin may be us imsuits are not allowed. Clothing desty/appropriateness for a scho	sed, but is neither required nor				

### **Oral Presentation**

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4				
Organization/Delivery	Deliver oral presentation in an summarize project.	organized, sequential manner; co	ncisely and thoroughly				
Knowledge of Recycling and Environmental Sustainability	-	Demonstrate knowledge of concepts related to the selected skill areas. Include any informatior needed in order to repurpose items safely.					
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.				
Use of <i>Display</i>	Use the <i>display</i> to support, illus presentation.	trate, and complement the project	ct description during the				
Voice	Speak clearly with appropriate	pitch, tempo, and volume.					
Body Language/Clothing Choice		including gestures, posture, man or notecards if used. Wear FCCLA o e of the presentation.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usa	ge, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ	ers to evaluators' questions regar	ding project.				

### **Repurpose and Redesign Skills**

Participants are to select a project that showcases their repurposing and redesign skills.

Design	The design should exhibit effective form and function, and provide opportunities for practical use and reuse, as applicable.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Repurpose and Redesign Skills	Products will be evaluated on the 8 repurposing and redesign skills selected by the participant. See Repurpose and Redesign Skills Selection Chart.



## **REPURPOSE AND REDESIGN**

## **Point Summary Form**

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH			Points			
<b>Registration Packet</b>	Picked up by adviser or designated adult during scheduled time					
0 or 3 points	No <b>0</b>	Yes <b>3</b>				
Event Online	0	2				
Orientation	Official documentation not provided	Official documentation provided at presentation				
Documentation	at presentation time or signed by	time and signed by adviser				
0 or 2 points	adviser					
Display Set-Up	0	1				
0-1 point	Participant did not set up display	Participant set up display during allotted time				
	within allotted time period or did not	period and submitted 3 copies of Skill Area				
	submit 3 copies of Skill Area Chart	Chart				
Display Dimensions	0	1				
0–1 point	Does not fit with the appropriate	The display fits/objects returned within display				
	dimensions/objects not returned	after presentation				
	within display after presentation					
Project Identification Page	0	1				
0–1 point	Project ID page is missing or	Project ID page is present and completed				
	incomplete	correctly				
Project Summary	0	1				
Submission Proof	Project Summary Submission missing	Project Summary Submission present				
0–1 point						
Punctuality	0	1				
0–1 point	Participant was late for presentation	Participant was on time for presentation				
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL				
valuator 1	Initials	(10 points possible)				
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE				
Evaluator 3	Initials	(90 points possible)	· _			
Total Score	divided by number of evaluators	FINAL SCORE				
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus				
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)	• _			
RATING ACHIEVED (circle o	ne) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99				
•	ORE AND RATING (please initial)					
Evaluator 1 Evalu	uator 2 Evaluator 3 Ad	ult Room Consultant Event Lead Consultant				



## **REPURPOSE AND REDESIGN**

Rubric – Level 1

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

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 Chapter\_\_\_\_\_
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_\_

DISPLAY								Point
FCCLA	0	1		2	3	4	5	
Planning Process	Planning Process	Inadequate	steps in	All Planning Proces	s All Planning	Evidence that the	The Planning Process is used	
Summary Page	summary not	the Plannin	•	steps are presente	-	Planning Process	to plan the project. Each	1
)–5 points	provided	are present	•	but not summarize		was utilized to	step is fully explained; no	1
		are present	.cu	but not sullilldil2e			1 7 1 7	1
A. I. J. I. D. 171	-					plan project	more than 1 page	<b> </b>
Material Profile	0			1 2	•	4	5	
)-5 points	No information provi	ded	Informati	ion adequate	Most information p	rovided	Very thorough information	
Cost Itemization	0			1	2		3	
D-3 points	No cost itemization		Many om	issions in itemization	Most items shown a	ind only one	Completely accurate, thorough,	
			and error	s in calculation or did	or two errors in calc	ulation,	and stayed within given budget	
			not stay v	within given budget	stayed within given	budget		
ime Log	0			0 0	1	0	2	
)-2 point	No time log provided	or does not me	et Tir	me log provided, front	side only on one 8 ½" x	Time log pro	vided, front side only on one 8 $\frac{1}{2}$ "	
2 point	specifications				hours, but exceeds given		showing total hours and project	
	specifications				nours, but exceeds given			
hata (ter bar 1			tir	ne requirement	-	stayed within	n given time requirement	
hoto Storyboard	0			1	2		3	
)-3 points	Not included or does	not meet		3 photos or they	3-5 photos in logical orde		descriptive photos in logical order	1
	size requirement		do not sh	ow project process;	project process; meets s		project process; meets size	1
			meets siz	e requirement	requirement	rec	quirement	
Marketing Plan	0	1	2	3	4		5	1
0-5 points	Not included Inc	cludes 1-4 of	Includes !	5 of the Includes 6	of the Includes all 7	Well written	plan includes target market,	1
•		e 7	7 compor				e, product description, pricing,	1
		mponents	p01		componento		ideas, possible places of sale, and	1
	0	mponents					incus, possible places of sale, allu	1
Dicplay	^	4		•	2	sourcing	-	<u> </u>
Display	0 Disalau ast	1		2	3	4	5	1
0-5 points	and all states at the second sec	isplay has many	-	Display has minima				1
		loes not show ev	/idence	visual appeal and	improvement in	word, color,	and appropriate, and of	
	presentation o	f originality and	is not	lacks originality	content and design	design choic	e high quality	1
		esthetically plea		о, ,		5	,	
ORAL PRESENT			0					
				-	_			
Drganization/	0	1	2					
	-			3 4	56	7	8 9 10	
	Presentation is not	Presentatior		3 4 Presentation covers		<b>/</b> Presentatior		
	Presentation is not done or presented		n covers					
	Presentation is not done or presented briefly and does not	Presentation	n covers	Presentation covers all topic elements	Presentation gives complete	Presentatior information	a covers Presentation covers all relevant	
	Presentation is not done or presented briefly and does not cover components	Presentation	n covers	Presentation covers all topic elements but with minimal	Presentation gives complete information but	Presentation information completely I	a covers Presentation covers all relevant out does information with a	
	Presentation is not done or presented briefly and does not	Presentation	n covers	Presentation covers all topic elements	<ul> <li>Presentation gives complete information but does not explain the</li> </ul>	Presentation information completely I	a covers Presentation covers all relevant information with a ll seamless and logical	
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0 – 10 points Knowledge of Repurposing and Environmental Sustainability 0-5 points Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points	Presentation is not done or presented briefly and does not cover components of the project 0 Little or no evidence of knowledge 0 No evidence of relationship between project and FCS 0 Display not used during presentation 0 Voice qualities not use	Presentation some topic e 1 Minimal evide knowledge 1 Minimal ev knowledge coursework relationship 1 Display used amount of s time	idence of idence of and FCS	Presentation covers all topic elements but with minimal information 2 Some evidence of knowledge Knowledge and rel Display used minimally during presentation 1	s Presentation gives complete information but does not explain the project well 3 Knowledge of repurposing is evident but not effectively used in presentation 2 ationship to FCS is good 3 Display incorporated throughout presentation 2 Voice quality is good, b	Presentation information completely l e not flow wel 4 Knowledge of repurposing is evident and sha at times in the presentation Knowledge of d Display used effectively throughout presentation	n covers Presentation covers all relevant information with a seamless and logical delivery 5 Knowledge of repurposing is evident red and incorporated throughout the presentation 3 and FCS relationship is evident 5 Presentation moves seamlessly between oral presentation and display 3 Voice quality is outstanding and	
0 – 10 points Knowledge of Repurposing and Environmental Sustainability 0-5 points Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/	Presentation is not done or presented briefly and does not cover components of the project 0 Little or no evidence of knowledge 0 No evidence of relationship between project and FCS 0 Display not used during presentation 0 Voice qualities not use effectively 0	Presentation some topic of 1 Minimal evide knowledge 1 Minimal ev knowledge coursework relationship 1 Display used amount of s time	idence of idence of and FCS	Presentation covers all topic elements but with minimal information 2 Some evidence of knowledge Knowledge and rel 2 Display used minimally during presentation 1 y is adequate 1	s Presentation gives complete information but does not explain the project well 3 Knowledge of repurposing is evident but not effectively used in presentation 2 ationship to FCS is good 3 Display incorporated throughout presentation 2 Voice quality is good, b improve 2	Presentation information completely l e not flow wel 4 Knowledge of repurposing is evident and sha at times in the presentation Knowledge of d Display used effectively throughout presentation	n covers Presentation covers all relevant information with a seamless and logical delivery 5 Knowledge of repurposing is evident red and incorporated throughout the presentation 3 and FCS relationship is evident 5 Presentation moves seamlessly between oral presentation and display 3 Voice quality is outstanding and oleasing	
Delivery 0 – 10 points Knowledge of Repurposing and Environmental Sustainability 0-5 points Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice 0-3 points	Presentation is not done or presented briefly and does not cover components of the project 0 Little or no evidence of knowledge 0 No evidence of relationship between project and FCS 0 Display not used during presentation 0 Voice qualities not use effectively 0 Uses inappropriate ge	Presentation some topic e 1 Minimal evide knowledge 1 Minimal ev knowledge coursework relationship 1 Display used amount of sp time ed Vo stures, Ge	idence of idence of and FCS b it to limit peaking bice quality	Presentation covers all topic elements but with minimal information 2 Some evidence of knowledge Knowledge and rel 2 Display used minimally during presentation 1 y is adequate 1 osture, mannerisms	s Presentation gives complete information but does not explain the project well 3 Knowledge of repurposing is evident but not effectively used in presentation 2 ationship to FCS is good 3 Display incorporated throughout presentation 2 Voice quality is good, b improve 2 Gestures, posture, man	Presentation information completely l e not flow wel 4 Knowledge of repurposing is evident and sha at times in the presentation Knowledge of d Display used effectively throughout presentation but could	n covers Presentation covers all relevant information with a seamless and logical delivery 5 Knowledge of repurposing is evident red and incorporated throughout the presentation 3 and FCS relationship is evident 5 Presentation moves seamlessly between oral presentation and display 3 Voice quality is outstanding and oleasing 3 Gestures, posture, mannerisms,	
0 – 10 points Knowledge of Repurposing and Environmental Sustainability 0-5 points Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	Presentation is not done or presented briefly and does not cover components of the project 0 Little or no evidence of knowledge 0 No evidence of relationship between project and FCS 0 Display not used during presentation 0 Voice qualities not use effectively 0	Presentation some topic e 1 Minimal evide knowledge 1 Minimal ev knowledge coursework relationship 1 Display used amount of sp time ed Vo stures, Ge is, avoids an	idence of and FCS beaking bice qualition estures, po d eye con	Presentation covers all topic elements but with minimal information 2 Some evidence of knowledge Knowledge and rel 2 Display used minimally during presentation 1 y is adequate 1	s Presentation gives complete information but does not explain the project well 3 Knowledge of repurposing is evident but not effectively used in presentation 2 ationship to FCS is good 3 Display incorporated throughout presentation 2 Voice quality is good, b improve 2	Presentation information completely le not flow well 4 Knowledge of repurposing is evident and sha at times in the presentation Knowledge of d Display used effectively throughout presentation but could innerisms, of ng are	n covers Presentation covers all relevant information with a seamless and logical delivery 5 Knowledge of repurposing is evident red and incorporated throughout the presentation 3 and FCS relationship is evident 5 Presentation moves seamlessly between oral presentation and display 3 Voice quality is outstanding and oleasing	

# Repurpose and Redesign Rubric Level 1 (continued)

Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) pronunciati	grammatical and on errors	Few (1-2) grammatica pronunciation errors		Presentation has no grammatical or pronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropri responses to evaluators' questions	ate Responses to questions were appropriate and given without hesitation	
<b>REPURPOSE AND</b>	DESIGN SKILLS						
Effectiveness of	0		1	2		3	
Product Design 0-3 points	Form, function, and practicality of use needs improvement		form, function, but Il use or reuse	Good form, function, a practicality of use or r		Dutstanding form, function, and practicality of use or reuse	
Overall Quality of	0		1	2		3	
Workmanship 0-3 points	Low quality, not marketab	ble Marginal qu	ality of workmanship	Fair quality, somewha	t marketable	Very good quality, marketable	
Creativity,	0		1	2		3	
Imagination, and Innovation 0-3 points	No evidence	Little evider	nce	Some evidence	I	Highly creative, innovative	
Selected Skill Areas		See separate Re	purpose and Redesign S	Skill Area Rubric for addit	ional criteria ratin	gs.	
0-24 points		•		ted skill areas to the "Poi			

Evaluator's Comments – include two things done

well and two opportunities for improvement:

(90 points possible)

Evaluator #

Evaluator Initial

TOTAL

Room Consultant Initial



## **REPURPOSE AND REDESIGN**

Rubric – Level 2

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

	c

 Chapter\_\_\_\_\_
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_\_

DISPLAY								Point
FCCLA	0		1	2	3	4	5	
Planning Process	Planning Process	Inadequ	late steps in	All Planning Proces	s All Planning E	vidence that the	The Planning Process is used	
Summary Page	summary not		ning Process	steps are presented	-	lanning Process	to plan the project. Each	
)–5 points	provided	are pres	•	but not summarize		as utilized to plan	step is fully explained; no	
		are pres	inclueu.	but not summarize				1
A-1						roject	more than 1 page	
Material Profile	0			1 2	•	4	5	
)-5 points	No information prov	ded	Informati	on adequate	Most information p	rovided	Very thorough information	
Cost Itemization	0			1	2		3	
)-3 points	No cost itemization		Many om	issions in itemization	Most items shown a	and only one	Completely accurate, thorough,	
			and error	s in calculation or did	or two errors in calo	culation,	and stayed within given budget	
			not stay v	vithin given budget	stayed within given	budget		
ïme Log	0				1		2	
)-2 point	No time log provided	or does not	meet Tir	ne log provided, front s		Time log pro	vided, front side only on one 8 ½"	
	01							
	specifications				hours, but exceeds given		showing total hours and project	
			tin	ne requirement		stayed within	given time requirement	
Photo Storyboard	0			1	2		3	
)-3 points	Not included or does	not meet	Less than	6 photos or they	6-10 photos in logical or	der of 6-1	0 descriptive photos in logical order	·
	size requirement		do not sh	ow project process;	project process; meets s	ize of	project process; meets size	
				e requirement	requirement		uirement	
Marketing Plan	0	1	2	3	4		5	1
)-5 points		udes 1-3	Includes 4 o	-	•	Well written plan	includes target market, product	1
5 points						•		
		he 6	the 6	the 6			scription, pricing, promotional	
	con	ponents	components	components	•		e places of sale. Includes material	
					information	sourcing informat	ion for quantity production	
Display	0	1		2	3	4	5	
0-5 points	Display not	Display has m	any errors,	Display has minimal	Display needs some	Display has	ood Display is creative,	1
	and all states at the second sec	does not show		visual appeal and	improvement in	word, color,		
	procontation				•			
		of originality a		lacks originality	content and design	design choic	e high quality	
		aesthetically p	pieasing					
ORAL PRESENT	ATION							
Drganization/	0	1	2	34	56	7	8 9 10	
Delivery	Presentation is not		tion covers	Presentation covers		Presentation		
0 – 10 points	done or presented							
	briefly and does not	some top	pic elements	all topic elements	complete	information	all relevant	1
	cover components			but with minimal	information but	completely l	out does information with a	
				information	does not explain the	e not flow wel	I seamless and logical	
	of the project				project well		delivery	
(nowledge of	0	1	1	2	3	4	5	
Repurposing and	-			-	-	•	-	
Environmental	Little or no	Minimal ev		Some evidence of	Knowledge of	Knowledge of	Knowledge of	1
Sustainability	evidence of	knowledge	9	knowledge	repurposing is	repurposing is	repurposing is evident	
)-5 points	knowledge				evident but not	evident and sha	ed and incorporated	
o pomo					effectively used in	at times in the	throughout the	1
					presentation	presentation	presentation	
lelationship of	0		1		2	presentation	3	
amily and	-			Keelel C. 19		<b>W</b>	-	
	No evidence of		l evidence of		ionship to FCS is good,		of FCS relationship is evident,	
Consumer Sciences	relationship betweer	n knowled	dge and FCS	national program io	lentified	national pro	gram identified	
Coursework and	project and FCS	coursew	vork					
Standards	-	relation						
)-3 points			•					l
Jse of Display	0		1	2	3	4	5	
	Display not used	Display u	ised to limit	Display used	Display incorporate	d Display used	Presentation moves	
during Presentation	-11	amount o	of speaking	minimally during	throughout	effectively	seamlessly between	1
luring Presentation	during presentation			presentation	presentation	throughout	oral presentation	
luring Presentation		time		presentation	presentation	-		
luring Presentation		time				presentation		<u> </u>
during Presentation D-5 points	during presentation	time					3	
during Presentation D-5 points Voice – pitch,	during presentation			1	2			
Juring Presentation 0-5 points /oice – pitch, empo, volume	during presentation		Voice quality	1 y is adequate	<b>2</b> Voice quality is good, I	but could	oice quality is outstanding and	
Juring Presentation 0-5 points /oice – pitch, empo, volume	during presentation		Voice quality	-	Voice quality is good, I		oice quality is outstanding and leasing	
during Presentation D-5 points Voice – pitch, tempo, volume D-3 points	during presentation 0 Voice qualities not us effectively		Voice quality	y is adequate	Voice quality is good, I improve		leasing	
during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/	during presentation 0 Voice qualities not us effectively 0	ed		y is adequate	Voice quality is good, l improve 2		leasing 3	
Juring Presentation D-5 points /vice – pitch, tempo, volume D-3 points Body Language/ Clothing Choice	during presentation 0 Voice qualities not us effectively 0 Uses inappropriate ge	ed estures,	Gestures, po	y is adequate 1 sture, mannerisms	Voice quality is good, l improve 2 Gestures, posture, ma	nnerisms, (	Bestures, posture, mannerisms,	
Juring Presentation 0-5 points /oice – pitch, empo, volume 0-3 points Body Language/	during presentation 0 Voice qualities not us effectively 0 Uses inappropriate ge posture or mannerisr	ed estures, ns, avoids	Gestures, po and eye con	y is adequate 1 sture, mannerisms tact is inconsistent/	Voice quality is good, l improve 2	nnerisms, (	leasing 3	
luring Presentation I-5 points /oice – pitch, empo, volume I-3 points Body Language/ Clothing Choice	during presentation 0 Voice qualities not us effectively 0 Uses inappropriate ge	ed estures, ns, avoids	Gestures, po	y is adequate 1 sture, mannerisms tact is inconsistent/	Voice quality is good, l improve 2 Gestures, posture, ma	nnerisms, ( ing are e	Bestures, posture, mannerisms,	

## Repurpose and Redesign Rubric Level 2 (continued)

Grammar/Word	0		1	2		3	
Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) pronunciati	grammatical and on errors	Few (1-2) grammatica pronunciation errors		Presentation has no grammatical or pronunciation errors	
Responses to	0	1	2	3	4	5	
Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropri responses to evaluators' questions	ate Responses to questions were appropriate and given without hesitation	
<b>REPURPOSE AND</b>	DESIGN SKILLS						
Effectiveness of	0		1	2		3	
Product Design 0-3 points	Form, function, and practicality of use needs improvement		form, function, but Il use or reuse	Good form, function, a practicality of use or r		Outstanding form, function, and practicality of use or reuse	
Overall Quality of	0		1	2		3	
Workmanship 0-3 points	Low quality, not marketab	ble Marginal qu	ality of workmanship	Fair quality, somewha	t marketable	Very good quality, marketable	
Creativity,	0		1	2		3	
Imagination, and Innovation 0-3 points	No evidence	Little evider	nce	Some evidence	I	Highly creative, innovative	
Selected Skill Areas		See separate Re	purpose and Redesign S	Skill Area Rubric for addit	ional criteria ratin	gs.	
0-24 points		•		ted skill areas to the "Poi			

Evaluator's Comments – include two things done

well and two opportunities for improvement:

(90 points possible)

TOTAL

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial



## **REPURPOSE AND REDESIGN**

Rubric – Level 3 and 4

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

	St

 Chapter\_\_\_\_\_
 State\_\_\_\_\_
 Team #\_\_\_\_\_
 Station #\_\_\_\_\_
 Level\_\_\_\_\_

DISPLAY								Poir
CCLA	0	1		2	3	4	5	
Planning Process	Planning Process	Inadequate	steps in	All Planning Process	All Planning	Evidence that the	The Planning Process is used	1
Summary Page	summary not	the Plannin	g Process	steps are presented	•	Planning Process	to plan the project. Each	
0–5 points	provided	are present	•	but not summarized		was utilized to	step is fully explained; no	
		are present	eu	but not summarized			1 7 1 7	
						plan project	more than 1 page	
Material Profile	0	-		1 2	3	4	5	
D-5 points	No information p	rovided	Informati	on adequate	Most information p	rovided	Very thorough information	
Cost Itemization	0	)		1	2		3	
0-3 points	No cost itemizati	on	Many om	issions in itemization	Most items shown a	and only one	Completely accurate, thorough,	
			and error	s in calculation or did	or two errors in calo	ulation	and stayed within given budget	
				vithin given budget	stayed within given	-	and stayed within Bren budget	
			not stay v		, ,	Duugei	2	
Time Log		0			1		2	
D-2 point	No time log provi	ided, or does no			side only on one 8 ½" x		vided, front side only on one 8 ½"	
	specifications		11	" paper, showing total	hours, but exceeds given	x 11" paper,	showing total hours and project	
			tir	ne requirement		stayed withi	n given time requirement	
hoto Storyboard	0	)		1	2		3	
D-3 points	Not included or d	loes not meet	less than	11 photos or they	11-15 photos in logical o	rder of 11	15 descriptive photos in logical	1
				ow project process;	project process; meets s		ler of project process; meets size	1
	size requirement							1
				e requirement	requirement	rec	luirement	
Marketing Plan	0	1	2	3	4		5	1
0-5 points	Not included	Includes 1-3	Includes 4 o	f Includes 5 of	Includes all 6	Well written plan	includes target market, product	1
		of the 6	the 6	the 6	components and	name, product de	scription, pricing, promotional	1
		components	components	components			e places of sale. Includes material	1
							ion for quantity production	1
Display	^		1	2	3		F	
Display	0 Display nat	-	L	2	-	4	5	1
0-5 points	Display not	Display has n	•	Display has minimal			, , ,	1
	used during	does not sho	w evidence	visual appeal and	improvement in	word, color,	and appropriate, and of	1
	presentation	of originality	and is not	lacks originality	content and design	design choid	e high quality	1
		aesthetically		0/		0	<b>C</b> 1 <b>· · · /</b>	1
		acounctionly	G					
ORAL PRESENT								
Drganization/	0	1	2	3 4	56	7	8 9 10	1
Delivery	Presentation is no	ot Present	ation covers	Presentation covers	Presentation gives	Presentation	o covers Presentation covers	1
0 – 10 points	done or presente	1	pic elements	all topic elements	complete	information	all relevant	1
	briefly and does r	not		but with minimal	information but	completely		1
	cover component							1
	of the project			information	does not explain the	e not flow we		1
	1				project well		delivery	
(nowledge of	0		1	2	3	4	5	
Repurposing and	Little or no	Minimal (	vidence of	Some evidence of	Knowledge of	Knowledge of	Knowledge of	1
Environmental	evidence of	knowledg		knowledge	repurposing is	repurposing is	repurposing is evident	1
Sustainability		KIOWIEUg		Knowledge			–	1
0-5 points	knowledge				evident but not	evident and sha	1	1
					effectively used in	at times in the	throughout the	1
					presentation	presentation	presentation	
Relationship of	0		1		2		3	
Family and	No evidence of	Minim	al evidence	Knowledge of relat	ionship to FCS is good,	Knowledge	of FCS relationship is evident,	1
Consumer Sciences	relationship betw			-		-		1
Coursework and			dge and FCS	10	dentified. FCS career		gram identified, and both	1
Standards	project and FCS	course	work	pathway identified			ell. FCS career pathways	1
		relation	nship			identified		1
IT A QUILLIN	0		1	2	3	4	5	
	U	<b>D</b> : 1	-	-		-		1
Use of Display	Disalau		used to limit	Display used	Display incorporate			1
Use of Display during Presentation	Display not used		of speaking	minimally during	throughout	effectively	seamlessly between	1
Use of Display during Presentation	Display not used during presentati	amount amount		presentation	presentation	throughout	oral presentation	1
Jse of Display during Presentation		time		-	•	presentation	-	1
Jse of Display during Presentation						P. SSCHUUIDI	1 1	L
Use of Display during Presentation D-5 points	during presentati			1	•			
Use of Display during Presentation D-5 points Voice – pitch,	during presentati	time		1	2		3	
Jse of Display during Presentation 3-5 points Voice – pitch, tempo, volume	during presentati 0 Voice qualities no	time	Voice qualit	<b>1</b> y is adequate	<b>2</b> Voice quality is good, I	out could	ع Voice quality is outstanding and	
Jse of Display during Presentation 3-5 points Voice – pitch, tempo, volume	during presentati	time	Voice qualit	-	_		•	
Use of Display during Presentation D-5 points Voice – pitch, tempo, volume D-3 points	during presentati 0 Voice qualities no effectively	time	Voice qualit	y is adequate	Voice quality is good, I improve		/oice quality is outstanding and bleasing	
0-3 points Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	during presentati 0 Voice qualities no effectively 0	time ot used		y is adequate	Voice quality is good, l improve 2		Voice quality is outstanding and oleasing <b>3</b>	
Use of Display during Presentation 0-5 points Voice – pitch, tempo, volume 0-3 points Body Language/ Clothing Choice	during presentati 0 Voice qualities no effectively 0 Uses inappropriat	time ot used te gestures,	Gestures, po	y is adequate 1 sture, mannerisms	Voice quality is good, l improve 2 Gestures, posture, ma	nnerisms,	Voice quality is outstanding and oleasing <b>3</b> Gestures, posture, mannerisms,	
Use of Display during Presentation D-5 points Voice – pitch, tempo, volume D-3 points Body Language/	during presentati 0 Voice qualities no effectively 0 Uses inappropriat posture or manne	time ot used te gestures, erisms, avoids	Gestures, po and eye con	y is adequate 1 sture, mannerisms tact is inconsistent/	Voice quality is good, l improve 2	nnerisms,	Voice quality is outstanding and oleasing <b>3</b>	
Jse of Display during Presentation -5 points /oice – pitch, tempo, volume -3 points Body Language/ Clothing Choice	during presentati 0 Voice qualities no effectively 0 Uses inappropriat	time ot used te gestures, erisms, avoids	Gestures, po	y is adequate 1 sture, mannerisms tact is inconsistent/	Voice quality is good, l improve 2 Gestures, posture, ma	nnerisms, ing are	Voice quality is outstanding and oleasing <b>3</b> Gestures, posture, mannerisms,	

# Repurpose and Redesign Rubric Level 3 and 4 (continued)

Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5) grammatical and		1 Some (3-5) grammatical and pronunciation errors			<b>3</b> Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	pronunciation errors 0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropri responses to evaluators' questions	5 iate Responses to questions were appropriate and given without hesitation	
REPURPOSE AND Effectiveness of Product Design 0-3 points	DESIGN SKILLS 0 Form, function, and practicality of use needs improvement	,	<b>1</b> form, function, but al use or reuse	<b>2</b> Good form, function, practicality of use or r		<b>3</b> Outstanding form, function, and practicality of use or reuse	
Overall Quality of Workmanship 0-3 points	<b>0</b> Low quality, not marketal	ble Marginal qu	1 Marginal quality of workmanship		it marketable	<b>3</b> Very good quality, marketable	
Creativity, Imagination, and Innovation 0-3 points	<b>0</b> No evidence	Little evide	1 Little evidence			<b>3</b> Highly creative, innovative	
Selected Skill Areas 0-24 points		See separate <i>Repurpose and Redesign Skill Area Rubric</i> for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at right.					

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

(90 points possible)

TOTAL

Evaluator # \_\_\_\_\_

Evaluator Initial

Room Consultant Initial



### **REPURPOSE AND REDESIGN**

**Skill Area Rubric** 

Name of Participant

Chapter\_

\_\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_\_ Station #\_\_\_\_\_ Level\_\_\_

INSTRUCTIONS: Circle the appropriate rating for each of the eight selected skills and enter each rating in the "Points" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in the Selected Skill Area "Points" column on the Repurpose and Redesign Rubric. If the project product is not included in the display, record a "0" for this Skill Area Rubric.

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

**Evaluator's Comments:** 

### TOTAL SCORE FOR SKILL AREA

(24 points possible)

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# **REPURPOSE AND REDESIGN**

**Skills Selection Chart** 

Name of Participant

State\_\_\_\_\_Level \_\_\_\_\_

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

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





Say Yes to FCS Education, an *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a **portfolio**, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an **oral presentation**.

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

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

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

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

# SAY YES TO FCS EDUCATION

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

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

### **Specifications**

#### **Hardcopy Portfolio**

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to the evaluators, participants may not switch to an *electronic portfolio*.

#### **Electronic Portfolio**

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*. *Portfolio* may not exceed 36 slides, as described below.

1-8 ½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0–6	Content Divider Pages or Sections	Use up to 6 <i>content divider</i> /section pages or slides. <i>Content</i> divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .

# Say Yes to FCS Education Specifications (continued)

Up to 16 8 ½" x 11" pages or 25 slides	FCS Education Research Summary	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½" x 11" pages or three slides.			
	FCS Educator Interview Summary	Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 $\frac{1}{2}$ " x 11" pages or six slides.			
Up to 16 8 ½" x 11" pages or 25 slides, continued	Classroom Observation Summary	Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½" x 11" pages or six slides.			
	FCCLA Integration Plan	Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½" x 11" pages or three slides.			
	FCS Marketing Lesson Plan, Implementation and Documentation	Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.			
		<ul> <li>Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.</li> <li>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</li> <li>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.</li> <li>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</li> <li>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</li> </ul>			
		Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed. The lesson plan should not exceed three 8 ½" x 11" pages or 6 slides.			
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .			
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.			

### Say Yes to FCS Education Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The portfolio will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of Portfolio and Visuals	Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



# SAY YES TO FCS EDUCATION

### **Point Summary Form**

Name of Participant				
Chapter	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	IECK		Points		
<b>Registration Packet</b>	Picked up by adviser or de	signated adult during scheduled time			
0 or 3 points	No <b>0</b>	Yes <b>3</b>			
Online Event	0	2			
Orientation	Official documentation not provided	Official documentation provided at presentation			
Documentation	at presentation time or signed by	time and signed by adviser			
0 or 2 points	adviser				
Hardcopy Portfolio		1			
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder	Binder is the official FCCLA binder			
0–1 point	Electronic Portfolio not in viewable	1 Electronic Portfolio in viewable format to the			
	format to the evaluators	evaluators			
Portfolio Pages	0	1 2 3			
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors			
	1.0	Portfolio contains no more than 26 single-sided			
		pages or 36 slides completed correctly,			
		including:			
		<ul> <li>1 project ID page or slide</li> </ul>			
		<ul> <li>1 table of contents page or slide</li> </ul>			
		• 1 Planning Process summary page or 2 slides			
		Project Summary Submission Proof			
		0 to 6 content divider pages or slides			
	•	Up to 16 content pages or 25 content slides			
Punctuality	<b>0</b> Participant was late for presentation	I Participant was on time for presentation			
	Participant was late for presentation	ROOM CONSULTANT TOTAL			
EVALUATORS' SCORES					
Evaluator 1	Initials	(10 points possible)	<b></b>		
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE			
Evaluator 3	Initials	(90 points possible)	·		
Total Score	divided by number of evaluators	FINAL SCORE			
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus			
	Rounded only to the nearest hundredth (i.e.	79.99 not 80.00) Room Consultant Total)			
RATING ACHIEVED (circle o	ne) <b>Gold:</b> 90-100 <b>Silver:</b> 70-89.99	Bronze: 1-69.99			
VERIFICATION OF FINAL SC	ORE AND RATING (please initial)				
Evaluator 1 Eval	uator 2 Evaluator 3 Adu	ult Room Consultant Event Lead Consultant			



### SAY YES TO FCS EDUCATION

Rubric

Name of Participant

Chapter\_\_\_\_

\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_ Station #\_\_\_\_\_ Level\_\_\_\_\_

PORTFOLIO							Point
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in th	e All Planning Proce	ss All Planning Process	Evidence that the	The Planning Process is used	
Summary Page	summary not	Planning Process are	steps are presente	ed steps are summarized	Planning Process was	to plan the project. Each	
0–5 points	provided	presented	but not summariz		utilized to plan project	step is fully explained	
FCS Education	0	1	2	3	4	E	
Research Summary	Not included	Research for 1-3	Research is	Research is provided	Research is provided	Research is complete for 3	
0–5 points	Not included	institutions or state	provided for 2-3	for 3 institutions and	for 3 institutions and	institutions and includes	
0-5 points		data is provided, but	institutions and	state data, but is	includes state	detailed state educational	
		not both	some state data is	'	educational data	data	
			provided	complete		66.6	
FCS Educator	0	1	2	3	4	5	
Interview Summary	Not included	Interviewed 1 or 2 FCS	Interviewed 1-2 FCS	-	Interviewed 2 FCS	Conducted 2 FCS Educator	
0–5 points	Not included	educators but provided	educators and				
0-5 points		limited responses or	provided limited	educators and	Educators per guidelines.	interviews per guidelines.	
		did not provide	responses for 8-10	· ·	Provided responses for	Provided detailed responses	
		responses for each	questions		all 10 questions for each	for all 10 questions for each	
		question	4	interview	interview	interview	
Classroom	0	1 2	3 4	56	7 8	9 10	
Observation	Not included	Conducted 1	Conducted 2	Conducted 2	Conducted 2	Conducted 2 observations	
Summary		observation and	observations but		observations per	per guidelines. Provided	
0–10 points		provided required		•	guidelines. Provided	detailed	
- F		information	not per guidelines,	0	descriptions/comments,	descriptions/comments,	
		mornation	or provided very limited information			and thorough summary of	
					and good summary of	strengths, improvement,	
			and summary		strengths, improvement,	and takeaway	
					and takeaway		
				takeaway	<b>.</b> –		
FCCLA Integration	0	1	2	3	4 5	6 7	
Plan	Not included	Plan is very limited	Plan includes 1-2	Plan includes 2-3	Plan represents good	Plan represents outstanding	
0-7 points		and missing required	national	national programs,	use of 3 national	use of 3 national programs,	
		components	programs,	descriptions, courses	programs, descriptions,	descriptions, courses and	
			descriptions,	and standards, grade	courses and standards,	standards, grade levels, and	
			courses and	levels, recognition	grade levels, and	recognition. Activities are	
			standards, grade		recognition. Activities	appropriate, include	
			levels, recognition		are appropriate,	leadership, service, and	
			and activities, but	-	include leadership,	career development	
			-		service, and career	career development	
			is missing some				
			required		development		
			components				
FCS Marketing Lesson	0	1		2		3	
Plan: <b>Planning</b>	Shows no evidence	Very limited informati	on provided Pla	nning is evident and include	es all Topic, grade lev	el, timeframe, FCCLA	
0–3 points	of planning	or missing required co	mponents req	uired components, but may	y not National Progra	m and Competitive Events	
			be	appropriately identified	integration, lear	ning objectives, national	
					•	sumer Sciences standards	
					,	diness Practices selection are	
						clearly identified	
ECC Marketing Loss	0	1		2		3	
FCS Marketing Lesson Plan: Organization	Shows no		ription of		nal All materials	-	
0–3 points		Materials list and desc	-	terials are listed, instructio		listed, instructional	
o 5 points	organization	instructional strategie		ategies do not clearly suppo	-	ear and appropriate to meet	
		incomplete to support	lesson less	son objectives	lesson objective	S	
		objectives					
FCS Marketing Lesson	0	1		2		3	
Plan: Activities	No activity include	ed 1-3 activities are ident	ified but are 1-3	activities chosen to implem	nent 1-3 activities ch	osen to implement the	
0–3 points		missing required comp	onents, or do the	lesson include basic descri	ption, lesson, each inc	ludes complete description,	
		not support lesson obj		eframe, and materials need		materials needed to support	
				port lesson objectives	lesson objective		
FCC Marketing Lage	0	1	301	3		3	
FCS Marketing Lesson		Assessment methods	are identified	compart mathed/a) ab	Accordant	-	
Plan:	No follow up was done			essment method(s) chosen		thod(s) chosen appropriately	
Assessment	uune	but do not adequately		luate the lesson but do not		son and include ways to	
0–3 points		lesson objective	inc	ude ways to improve conte	ent improve conten	t and/or delivery	
		=		l/or delivery			

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0	1		2		3	
	incomplete to support lesson required implementation		· · ·		mentation	
0	1		2		3	
	•					
				implementation d	ocumentation included	
	not included		entation included			
•	-	-	2		•	
No resources listed		1 1				
	current, or i	not reliable for project	, , ,	In IVILA or APA style	(see style sneet)	
0		1	2		3	
Portfolio is illegible and	d Portfoli	o is neat. but may contair	<ul> <li>Portfolio is neat. legil</li> </ul>	ble. and Neat. lea	-	
unorganized						
0	1 2	3 4	56	78	9 10	
Presentation is not	Presentation	Presentation covers al	l Presentation gives	Presentation	Presentation covers all	
done or presented	covers some topic	topic elements but	complete	covers	relevant information	
	elements	with minimal	information but	information	with a seamless and	
		information	does not explain the	completely but	logical delivery	
or the project			project well	does not flow well		
0	1	2	3	4	5	
Little or no evidence	Minimal evidence	Some evidence of	Knowledge of subject	Knowledge of subject	Knowledge of subject	
of knowledge	of knowledge	knowledge				
					1 0	
				,	the presentation	
•	=	=	-	-	5	
•		, ,				
presentation		presentation		•		
0	speaking time	1		presentation		
•	d Voice a	-	-	but could Voice au	5	
•	- Voice q	aunty is anequate				
0		1	2	picusilig	3	
•	stures, Gesture	-	-	annerisms. Gestures	-	
			eye contact, and clot		act, and clothing enhance	
posture or mannerism:	s, avoids and eve				,	
posture or mannerism: eye contact/inappropr		g is appropriate	appropriate	presenta	tion	
eye contact/inappropr clothing		-	appropriate	• ·		
eye contact/inappropr clothing 0	iate clothing	g is appropriate	appropriate 2	presenta	3	
eye contact/inappropr clothing 0 Extensive (more than 5)	iate clothing ) grammatical Some	g is appropriate <b>1</b> e (3-5) grammatical and	appropriate <b>2</b> Few (1-2) grammatic	al and Presenta	3 tion has no grammatical	
eye contact/inappropr clothing 0	iate clothing ) grammatical Some	g is appropriate	appropriate 2	al and Presenta	3	
eye contact/inappropr clothing 0 Extensive (more than 5)	iate clothing ) grammatical Some	g is appropriate <b>1</b> e (3-5) grammatical and	appropriate <b>2</b> Few (1-2) grammatic	al and Presenta	3 tion has no grammatical	
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eye contact/inappropr clothing 0 Extensive (more than 5) and pronunciation erro 0 Did not answer	) grammatical Some rs pron Unable to answer	s is appropriate  1 e (3-5) grammatical and unciation errors  2 Responded to all	appropriate 2 Few (1-2) grammatic pronunciation errors 3 Responded	al and Presenta or pronu 4 Gave appropriate	3 tion has no grammatical nciation errors 5 Responses to	
eye contact/inappropr clothing 0 Extensive (more than 5) and pronunciation error 0 Did not answer evaluators'	) grammatical Some rs pron Unable to answer	s is appropriate  1 2 (3-5) grammatical and unciation errors  2 Responded to all questions but	appropriate 2 Few (1-2) grammatic pronunciation errors 3 Responded adequately to all	al and Presenta or pronu 4 Gave appropriate responses to	3 tion has no grammatical nciation errors 5 Responses to questions were	
eye contact/inappropr clothing 0 Extensive (more than 5) and pronunciation error 0 Did not answer evaluators' questions	iate clothing ) grammatical Some rs pron 1 Unable to answer some questions	s is appropriate 1 e (3-5) grammatical and unciation errors 2 Responded to all questions but without ease or	appropriate 2 Few (1-2) grammatic pronunciation errors 3 Responded adequately to all	al and Presenta or pronu 4 Gave appropriate responses to evaluators'	3 tion has no grammatical nciation errors 5 Responses to questions were appropriate and given	
eye contact/inappropr clothing 0 Extensive (more than 5) and pronunciation error 0 Did not answer evaluators'	iate clothing ) grammatical Some rs pron 1 Unable to answer some questions	s is appropriate 1 e (3-5) grammatical and unciation errors 2 Responded to all questions but without ease or	appropriate 2 Few (1-2) grammatic pronunciation errors 3 Responded adequately to all questions	al and Presenta or pronu 4 Gave appropriate responses to evaluators'	3 tion has no grammatical nciation errors 5 Responses to questions were appropriate and given without hesitation	
eye contact/inappropr clothing 0 Extensive (more than 5) and pronunciation error 0 Did not answer evaluators' questions	) grammatical Some rs pron Unable to answer some questions things done	s is appropriate 1 e (3-5) grammatical and unciation errors 2 Responded to all questions but without ease or	appropriate 2 Few (1-2) grammatic pronunciation errors 3 Responded adequately to all	al and Presenta or pronu 4 Gave appropriate responses to evaluators'	3 tion has no grammatical nciation errors 5 Responses to questions were appropriate and given	
	Not included	Not included       Resources developed a incomplete to support implementation         0       1         Not included       Citations are provided implementation docum not included         0       1         Not included       Citations are provided implementation docum not included         0       No resources listed         0       Resources a current, or implementation docum not included         0       Portfolio is illegible and unorganized         0       1       2         Presentation is not done or presented briefly and does not cover components of the project       Presentation covers some topic elements         0       1       1         0       1       1         0       1       1         0       1       1         0       1       1         0       1       1         0       1       1         Presentation is not done or presented briefly and does not cover components of the project       1         0       1       1         Little or no evidence of knowledge       1         0       1       1         Portfolio and visuals not used during presentation       1         Imit amount of speaking time       0	Not included       Resources developed are incomplete to support lesson implementation       Resource requirementation         0       1         Not included       Citations are provided but lesson implementation documentation is not included       Citations and less documentation is not included       Citations and less documentation is not included       Citations and less documentation is not current, or not reliable for project         0       1       Resources are incomplete, not current, or not reliable for project         0       1       Portfolio is illegible and unorganized       Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly         0       1       2       3       4         Presentation is not done or presented briefly and does not covers some topic elements of the project       Minimal evidence of knowledge       Some evidence of knowledge       Some evidence of knowledge         0       1       2       Some evidence of knowledge       Some evidence of knowledge	Not included incomplete to support lesson implementation       Resources developed are incomplete to support lesson implementation       Resources developed are not required for lesson implementation         0       1       2         Not included       Citations are provided but lesson implementation documentation is not included       Citations for most materials used and lesson implementation documentation included         0       1       2         No resources listed       Resources are incomplete, not current, or not reliable for project       Reliable resources but incorrect style (see style sheet)         0       1       2         0       1       2         Portfolio is illegible and unorganized       Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly       Prostfolio is neat, legil professional, with co grammar and spelling         TION       1       2       3       4         0       1       2       3       4         0       1       2       3       4         0       1       2       3       4         0       1       2       3       6         Presentation is not done or presented briefly and does not cover components of the project       Ninimal evidence of knowledge       Some evidence of knowledge       Nowledge of subject matter is evident but not shared in pr	Not included incomplete to support lesson implementation       Resources developed are incomplete to support lesson implementation       Resources developed are not required for lesson implementation and lesson implementation implementation documentation is and lesson implementation in ot included       Resources developed are not required for lesson implementation and lesson implementation implementation documentation is current, or not reliable for project       Resources to support required for lesson implementation and lesson implementation in NA or APA style sheet)         0       1       2       Catations for any implementation documentation in NL or APA style sheet)       Complete list of cur in NLA or APA style sheet)         0       1       2       Complete list of cur in MLA or APA style sheet)       Complete list of cur in MLA or APA style sheet)         0       1       2       3       4       5       6       7       8         0       1       2       3       4       5       6       7       8         0       1       2       3       4       5       6       7       8         0       1       2       3       4       5       6       7       8         0       1       2       3       4       5       6       7       8         0       1       2       3       4       5	Not included incomplete to support leson implementation       Resources developed are not required for leson implementation       Resources developed appropriately support leson implementation         0       1       2       3         Not included       Citations are provided but leson implementation documentation is not included       Citations for all materials used and leson implementation documentation included       Citations for all materials used and leson implementation documentation included         0       1       2       3         No resources listed       Resources are incomplete, current, or not reliable for project       Reliable resources but incorrect style (see style sheet)       Complete list of current and reliable resources, in MLA or APA style (see style sheet)         0       1       2       3         Portfolio is illegible and unorganized one or presentation of the project       Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly       Portfolio is neat, legible, and professional, with correct grammar and spelling used with einformation       Presentation covers some topic elements       Presentation covers all topic elements but of the project       Presentation covers all cover components of knowledge       Presentation presentation presentation       Presentation well         0       1       2       3       4       5         0       1       2       3       4       5         0       <

Room Consultant Initial



# SAY YES TO FCS EDUCATION

### **Research Summary Instructions**

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state's educational data by answering the questions below the table. Include this completed summary in the hardcopy or electronic portfolio.

	Institution #1	Institution #2	Institution #3
Name			
Location (City and			
State)			
FCS Teacher			
Educator Contact			
Information			
College/			
Department			
offering FCS			
Education Degree			
Average Yearly Cost			
(In-State and Out-			
State)			
Minimum Program			
Entry Requirements			
Minimum			
Graduation			
Requirement			
(Hours)			

#### STATE EDUCATION DATA: \_\_\_\_\_

(name of state)

Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

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

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

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

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



# SAY YES TO FCS EDUCATION

### FCS Educator Interview Instructions

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

Name of Family and Consumer Sciences Educator Interviewed:

Name of Employer: \_\_\_\_\_

\_\_\_Elementary FCS Ed \_\_\_Middle School FCS Ed \_\_\_High School FCS Ed \_\_\_Postsecondary or Other FCS Ed

- 1. What is your undergraduate degree? If you have an advanced degree, what is it?
- 2. Why did you become a Family and Consumer Sciences Educator?
- 3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
- 4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?
- 5. Do you integrate FCCLA into your courses and if so, how?
- 6. Why do teachers stay or leave this field?
- 7. What other career options are available to someone with your degree?
- 8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
- 9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
- 10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?



### SAY YES TO FCS EDUCATION Classroom Observation Instructions

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the electronic or hardcopy portfolio.

Educator Observed:	Subject:	School:
Grade Level:	Date and Time:	

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

6. Presentation - establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate	
<ol> <li>Management - uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</li> </ol>	
8. Sensitivity - exhibits respect to students' personal culture, gender differences, or disabilities	
9. Student assistance - assists students with instructional/academic problems	
10. Personal - exhibits self-control, professional behavior and appearance	
11. Physical Environment - number of students; layout of room; distractions if present (temperature, noise, etc.)	

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:



# SAY YES TO FCS EDUCATION

FCCLA Chapter Integration Plan

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages or 3 slides in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
FACTS – Families Acting for Community Traffic Safety	Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe	Child Development	4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.	<ul> <li>State and national FACTS program recognition</li> <li>National Programs in Action STAR Event</li> </ul>	9-12	Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.
	I	Natio	onal FCCLA Program	#1	1	
		Natio	onal FCCLA Program	#2		
	Γ	Natio	onal FCCLA Program	#3	1	[



### SAY YES TO FCS EDUCATION

Lesson Plan Template

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:	
Grade Level:	
Timeframe:	
FCCLA National I	Program(s) Integration:
ECCLA Compotiti	ve Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge
Matters) Integra	
Learning Objecti	ves:
National Family	and Consumer Sciences Standards:
Career Readines	s Practices (Select all that apply):
	Act as a responsible and contributing citizen and employee
	Apply appropriate academic and technical skills
	Attend to personal health and financial well-being
	Communicate clearly and effectively and with reason
	Consider the environmental, social and economic impacts of decisions
	Demonstrate creativity and innovation
	Employ valid and reliable research strategies
	Utilize critical thinking to make sense of problems and persevere in solving them
	Model integrity, ethical leadership and effective management
	Plan education and career paths aligned to personal goals
	Use technology to enhance productivity
	Work productively in teams while using cultural global competence

### Materials Needed:

Instructional Strategies:

Activity 1:

Activity 1 Timeframe: Activity 1 Materials Needed: Directions:

Activity 2: Activity 2 Timeframe: Activity 2 Materials: Directions:

Activity 3: Activity 3 Timeframe: Activity 3 Materials Needed: Directions: Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

**Other Resources** (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

**Source** (If Applicable: cite any published or copyrighted materials used in this lesson plan):

**Additional Notes:** 





**Sports Nutrition**, an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a *file folder*, visuals, an oral presentation, and demonstrate a method to be used by the athlete to assist with nutrition management.

#### EVENT LEVELS

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

See page 10 for more information on event levels.

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

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

- The nutritional plan and management tool do not have to be implemented by the student athlete. The selected student athlete should be someone other than the participant(s).
- Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at competitions.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code	Competition Participant Set Up / Prep Time	Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Competition Evaluation Interview Time	Competition Total Event Time
1-3	File folder, Oral Presentation, Management Tool, Visuals	Table – yes Electrical Access – no Wall Space – no Supplies - no	Official dress -or- Professional dress appropriate to event	5 minutes	5 minutes prior to presentation	1-min. warning at 14 min.; stopped at 15 min.	5 minutes	30 minutes

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

# **SPORTS NUTRITION**

# Procedures and Time Requirements for Competition

Each entry wil	I submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.					
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.					
5 minutes	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before each presentation begins.					
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), <b>in the role of</b> <b>student nutritionist/dietitian</b> , to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation. <b>Students take on the role of the student</b> <b>nutritionist/dietitian</b> . If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.					
5 minutes	Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).					
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File fold					

# Specifications

#### **File Folder**

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

1-8 ½" x 11" page	Project Identification Page	Use <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1-8 ½" x 11" page	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to develop the Sports Nutrition project.
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
1 to 2- 8 ½" x 11" pages	Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1-8 ½" x 11" page	Student Athlete Demographic Page	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1-8 ½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1-81/2" x 11" page	Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .

### **Nutritional Plan and Management Tool**

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4				
Nutrition Plan Goals	Identify at least three (3) goals to include nutritional needs, hydration, and performance goals. Identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.						
Nutrition and Hydration Plan	Participants will develop a three include two pre-competition da The plan should include hydrati quantities for meals and snacks energy intake (calories in) and e (calories out). Nutrition plans sh may have a negative impact on	Participants will develop a five-day nutritional plan to include three pre- competition days, one competition day, and one recovery day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.					
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice.	analysis program of the participant's choice. Compare the nutritional analysis and the DRIs and RDAs for the student					
Management Tool	plan and goals. This may involve be paper-pencil, stickers, etc. Th athlete and be realistic given th	hlete with a suggested method to monitor and manage their nutritional ay involve technology (mobile applications, website tracking, etc.) or may ers, etc. The management tool should meet the needs of the student c given the student's daily schedule. The management tool can be e or designed by the participant.					

### Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

The oral presentation may be up to 15 minutes in length and is a time for the participant(s), in the role of student **nutritionist/dietitian**, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3-minute playing time during the presentation. Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.					
Knowledge of Sports Nutrition	Demonstrate thorough knowl chosen project.	edge of sports nutrition related to	the participant's			
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.			
Use of <i>Visuals</i> during Presentation	The visuals chosen present th visually appealing.	e nutritional plan in a way that is c	lear, concise, and			
Voice	Speak clearly with appropriat	e pitch, tempo, and volume.				
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> or notecards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.					
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.					
Responses to Evaluators' Questions	Provide clear and concise answ after the presentation.	ers to evaluators' questions regard	ling project. Questions are asked			



# **SPORTS NUTRITION**

### Point Summary Form

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH	ECK				
<b>Registration Packet</b>		viser or de	0	ing scheduled time	1
0 or 3 points	No <b>0</b>		Ye		
Event Online	0			2	1
Orientation				ntation provided at presentation	1
Documentation	at presentation time or signed	l by	time and signed	by adviser	1
0 or 2 points	adviser	-			
File Folder	0	1		4	1
0–4 points	No file folder presented	File Fold with inc	er presented	File Folder is presented with	1
			/insufficient	correct labeling and sufficient evaluators material	1
		-	s for evaluators	<ul> <li>Project ID page</li> </ul>	1
			n 3 copies of	<ul> <li>Planning Process summary</li> </ul>	1
		-	s) or incomplete	<ul> <li>Project Summary</li> </ul>	1
		content	•	Submission Proof	1
				<ul> <li>1-2 Sport and Training</li> </ul>	1
				Summary page(s)	1
				• 1 Student Athlete	1
				Demographic page	1
				• 1 Student Athlete Daily	1
				Schedule page	1
				• 1 Works Cited/Bibliography	1
Punctuality	0				
0–1 point	Participant was late for preser	ntation	Participant was o	on time for presentation	
EVALUATORS' SCORES				ROOM CONSULTANT TOTAL	
Evaluator 1	Initials			(10 points possible)	
Evaluator 2	Initials			AVERAGE EVALUATOR SCORE	
Evaluator 3	Initials			(90 points possible)	•
Total Score	divided by number of evaluate	ors		FINAL SCORE	
	= AVERAGE EVALUATOR SCO		-	(Average Evaluator Score plus	
	Rounded only to the nearest hund	dredth (i.e. )	79.99 not 80.00)	Room Consultant Total)	
RATING ACHIEVED (circle or	-/	70-89.99	Bronze: 1-69	.99	
VERIFICATION OF FINAL SC	ORE AND RATING (please initial	)			
Evaluator 1 Evalu	uator 2 Evaluator 3		It Room Consultant	Event Lead Consultant	



# **SPORTS NUTRITION**

Rubric – Level 1

Name of Participant \_\_\_\_

Chapter			State	Team #	Stati	on # Level	
FILE FOLDER CON	TENTS						Point
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	<b>0</b> Not provided	Missing tw	1 2 3 ro or more ts and is poorly	lacked detail dema frequ comp nutri of stu		7 8 d specific physical s, training schedule, cy and length of tions, and general nal and hydration needs nt athletes competing in t	
Student Athlete Demographic Page 0–3 points	0 Not provided	•	1 ro or more tts and is poorly	2 Missing one componer lacks details	it and Thoroug athlete, name, a and acti	3 h description of student including gender, first ge, height, goal weight, vity level, as well as any health concerns	
Student Athlete Daily Schedule Page 0-3 points	<b>0</b> Not provided	Missing tw componen written	1 o or more ts and is poorly	2 Missing one componer lacks details	2 3 Missing one component and Provide typical daily schedu		
Works Cited/ Bibliography 0–3 points	<b>0</b> No resources listed		1 are incomplete, not not reliable for	2 Reliable resources but style <i>(see style sheet)</i>	reliable	<b>3</b> te list of current and resources, in MLA or APA e style sheet)	
NUTRITION AN	D HYDRATION P	PLAN					
Nutrition Plan Goals 0-5 points	0 Not provided	1 1-2 goals are stated or do not address all required components	2 3 goals are stated, but do not address all required components	3 3 goals are stated, addressing all required components	4 3 appropriate goals are stated, addressing all required components	5 Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	10 11 12 3-day, Adequate plan provided with appropriate and realistic recommendations	13 14 15 3-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	<b>0</b> Not provided	1 2 Analysis is not provided for each day	<b>3 4</b> Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	7 8 Analysis is complete for each day and generally easy to understand	9 10 Analysis is complete for each day and presented in an easy-to-understand format	
Management Tool 0-5 points	0 Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	2 Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	4 Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

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# Sports Nutrition Rubric Level 1 (continued)

ORAL PRESEN							
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Sports Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of sports nutrition is evident but not effectively used in presentation	4 Knowledge of sports nutrition is evident and shared at times in the presentation	5 Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relat	2 cionship to FCS is good	Knowledge and FCS re	<b>3</b> elationship is evident	
Use of Visuals during Presentation 0-4 points	<b>0</b> Visuals are not used during presentation	1 Limited use during presentation		2 d throughout Used eff through	, ,	<b>4</b> gnificantly enhances the esentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	1 ty is adequate	<b>2</b> Voice quality is good, bu improve	ut could Voice qua pleasing	<b>3</b> lity is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	1 posture, mannerisms ntact is inconsistent/ appropriate	<b>2</b> Gestures, posture, man eye contact, and clothir appropriate	ng are eye conta	<b>3</b> posture, mannerisms, ct, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronun errors	. ,	1 grammatical and ion errors	<b>2</b> Few (1-2) grammatical a pronunciation errors		<b>3</b> ion has no grammatical iciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

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



Evaluator #

Evaluator Initial

Room Consultant Initial



Name of Participant \_

# **SPORTS NUTRITION**

Rubric – Level 2

Chapter			State	Team #	Stati	on # Level	
	TENTO						Deinte
FILE FOLDER CON FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	Points
Sport and Training Summary Pages O-8 points	<b>0</b> Not provided	Missing tw	1 2 3 vo or more tts and is poorly	4 5 6 Missing one componer lacked detail	nt or Provideo demand frequen competi nutritior	7 8 d specific physical s, training schedule, cy and length of tions, and general nal and hydration needs nt athletes competing in	
Student Athlete Demographic Page 0–3 points	0 Not provided	•	1 vo or more ats and is poorly	2 Missing one componer lacks details	nt and Thoroug athlete, name, a and acti	3 th description of student including gender, first ge, height, goal weight, vity level, as well as any health concerns	
Student Athlete Daily Schedule Page 0-3 points	<b>0</b> Not provided	1 Missing two or more components and is poorly written		lacks details include		3 typical daily schedule to school schedule, training e, sleep, and other	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 Resources are incomplete, not current, or not reliable for project		reliable	<b>3</b> te list of current and resources, in MLA or APA <i>e style sheet)</i>	
NUTRITION AN	D HYDRATION P	LAN					
Nutrition Plan Goals 0-5 points	0 Not provided	1 1-2 goals are stated or do not address all required components	2 3 goals are stated, but do not address all required components	3 3 goals are stated, addressing all required components	4 3 appropriate goals are stated, addressing all required components	5 Addresses 3 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	<b>0</b> Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	1011123-day adequate planprovided withappropriate andrealisticrecommendations	13 14 15	
Nutritional Evaluation 0-10 points	0 Not provided	1 2 Analysis is not provided for each day	<b>3 4</b> Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	7 8 Analysis is complete for each day and generally easy to understand and includes DRI and RDS information	9 10 Analysis is complete for each day and presented in an easy-to-understand format, and includes DRI and RDA information	
Management Tool 0-5 points	<b>0</b> Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	2 Somewhat complicated, and does not meet the needs or schedule of the athlete	3 Easy to understand and use, does not appear to meet athlete's needs	4 Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

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# Sports Nutrition Rubric Level 2 (continued)

ORAL PRESEN							
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Sports Nutrition 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of sports nutrition is evident but not effectively used in presentation	4 Knowledge of sports nutrition is evident and shared at times in the presentation	5 Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	Knowledge and relat national program ide	2 ionship to FCS is good, entified	Knowledge and FCS re national program ider		
Use of Visuals during Presentation 0-4 points	<b>0</b> Visuals are not used during presentation	1 Limited use during presentation		2 d throughout Used eff through	, ,	<b>4</b> gnificantly enhances the esentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	<b>1</b> ty is adequate	<b>2</b> Voice quality is good, bu improve	ut could Voice qua pleasing	3 lity is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestu posture or mannerisms, eye contact/inappropriat clothing	avoids and eye co	1 osture, mannerisms ntact is inconsistent/ appropriate	2 Gestures, posture, mannerisms, Gesture eye contact, and clothing are eye cor		<b>3</b> posture, mannerisms, ct, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronun errors		1 grammatical and ion errors	<b>2</b> Few (1-2) grammatical a pronunciation errors		3 ion has no grammatical ciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

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



Evaluator #

Evaluator Initial

Room Consultant Initial



# **SPORTS NUTRITION**

Rubric – Level 3 and 4

Name of Participant \_

Chapter			State	Team #	Statio	n # Level	
FILE FOLDER CON	TENTS						Points
FCCLA Planning Process Summary Page 0–5 points	<b>0</b> Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	0 Not provided	-	1 2 3 wo or more ints and is poorly	4 5 6 Missing one componen lacked detail	t or Provided demands, frequency competiti nutritiona	7 8 specific physical , training schedule, y and length of ons, and general al and hydration needs t athletes competing in	
Student Athlete Demographic Page 0–3 points	0 Not provided	•	1 wo or more ints and is poorly	2 Missing one componen lacks details	t and Thorough athlete, in name, ag and activi	3 description of student ncluding gender, first e, height, goal weight, ty level, as well as any ealth concerns	
Student Athlete Daily Schedule Page 0-3 points	0 Not provided	•	1 wo or more nts and is poorly	2 Missing one componen lacks details	t and Provide ty include so	3 ypical daily schedule to shool schedule, training sleep, and other	
Works Cited/ Bibliography 0–3 points	0 No resources listed		1 s are incomplete, not or not reliable for	<b>2</b> Reliable resources but style <i>(see style sheet)</i>	incorrect Complete reliable re	<b>3</b> I list of current and esources, in MLA or APA <i>style sheet)</i>	
NUTRITION AN	D HYDRATION	PLAN					
Nutrition Plan Goals 0-5 points	0 Not provided	stated or do not but address all all re	do not address addre equired requi	essing all are sta ired addres	ited, nutrit sing all and p ed components is ider	5 esses 2 goals, including ional needs, hydration, erformance. Weight goal ntified. Goals are specific, urable, attainable, realistic mely	
Nutrition and Hydration Plan 0-15 points	0 Not provided	1 2 3 Limited plan provided	4 5 6 Plan provided but not well explained	7 8 9 Plan provided and explained	10 11 12 5-day adequate plan provided with appropriate and realistic recommendations	13 14 15 5-day, extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	0 Not provided	1 2 Analysis is not provided for each day	<b>3 4</b> Analysis is missing information for each day	5 6 Analysis is complete but is not presented in an easy-to- understand format	7 8 Analysis is complete for each day and generally easy to understand and includes DRI and RDS information	9 10 Analysis is complete for each day and presented in an easy-to-understand format, and includes DRI and RDA information	
Management Tool 0-5 points	0 Not provided	1 Difficult to use or understand, does not meet the needs of the athlete	2 Somewhat complicated, and does not meet the needs or schedule of the athlete	<b>3</b> Easy to understand and use, does not appear to meet athlete's needs	4 Easy to understand and use, generally meets the needs of the athlete	5 Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

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# Sports Nutrition Rubric Level 3 and 4 (continued)

ORAL PRESEN						-	Point
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Sports Nutrition 0-5 points	0 1 Little or no evidence Minimal evidence of of knowledge knowledge		2 Some evidence of knowledge	34Knowledge of sports nutrition is evidentKnowledge of sports nutrition is evidentbut not effectively used in presentationand shared at times in the presentation		5 Knowledge of sports nutrition is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	<b>0</b> No evidence of relationship between project and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	•	2 Knowledge and relationship to FCS is good, national program identified. FCS career pathway identified		3 elationship is evident, ntified, and both reer pathways	
Use of Visuals during Presentation 0-4 points	<b>0</b> Visuals are not used during presentation	1 Limited use during presentation	Incorporated presentation	0	, ,	4 gnificantly enhances the esentation	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	<b>1</b> ty is adequate	<b>2</b> Voice quality is good, b improve	ut could Voice qua pleasing	<b>3</b> lity is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestu posture or mannerisms, eye contact/inappropria clothing	avoids and eye co	1 oosture, mannerisms ntact is inconsistent/ appropriate	2 Gestures, posture, man eye contact, and clothir appropriate	ng are eye conta	<b>3</b> posture, mannerisms, ct, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronun errors		1 grammatical and ion errors	<b>2</b> Few (1-2) grammatical a pronunciation errors		<b>3</b> ion has no grammatical ciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

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



Evaluator Initial

Room Consultant Initial





Sustainability Challenge, an *individual* or *team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five 2021-2022 topics, investigate areas where they can make a difference, develop and carry out a *project* for their home, school, or *community*, and educate others in their school or *community*. Participants must prepare a *portfolio* and an oral presentation.

#### **EVENT LEVELS**

Level 1: through grade 8

Level 2: grades 9–10

Level 3: grades 11–12

Level 4: Postsecondary

See page 10 for more information on event levels.

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

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

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

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

### SUSTAINABILITY CHALLENGE

#### 2021–2022 COMPETITION TOPICS



All Sustainability Challenge projects must be based on one of the following topics. Participants are encouraged to conduct projects to improve children's health in school settings. Resources for each of these topics are available through the Environmental Protection Agency's Office of Children's Health Protection <a href="https://www.epa.gov/children">https://www.epa.gov/children</a>

- 1. INDOOR AIR QUALITY https://www.epa.gov/indoor-air-quality-iaq
  - 2. EMERGENCY PREPAREDNESS https://www.epa.gov/lead
- 3. GREENER TRANSPORTATION <u>https://www.epa.gov/transportation-air-pollution-and-climate-change</u>
  - 4. OZONE DEPLETION <u>https://www.epa.gov/ozone-layer-protection</u>
  - 5. SUSTAINABLE COMMUNITIES https://www.epa.gov/sustainability

# **Procedures and Time Requirements for Competition**

Each entry will	submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10 minutos	Room consultants and evaluators will have 10 minutes to preview the portfolio during participant set up time. The
10 minutes	participant must make the <i>electronic portfolio</i> accessible to evaluators.
	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes.
10 minutes	Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 3
10 minutes	minutes playing time during the presentation. Presentation equipment, with no audio, may be used during the
	entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

# Specifications

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

# Sustainability Challenge Specifications (continued)

SPE	CIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4			
1-8 ½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.					
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portf</i>	List the parts of the <i>portfolio</i> in the order in which the parts appear.				
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page		Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.				
1	Evidence of Online <i>Project</i> Summary Submission	the "Surveys" tab of the	Participants should complete the online <i>project</i> summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .				
0–10	<i>Content Divider Pages</i> or Sections	Use 0 to 10 <i>content divider</i> /section pages or slides. <i>Content divider</i> /section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .					
	Evidence of Research	Document use of 3 sources of background research and current data supporting project concern.	Document use of 4 sources of background research and current data supporting project concern.	Document use of 5 sources of background research and current data supporting project concern.			
	Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community	Identify the competition topic project chosen. Document the <i>current</i> and potential effects the environmental problem has on participants' homes, schools, and/or communities and ways individuals and groups of people can work stop, counteract, or reverse said problems.					
Up to 34 8 ½" x 11" pages or 44 slides	Creativity and Duplication of <i>Project</i>	Design project to creatively combat the environmental concern and engage people at school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school.	Design project to creatively combat the environmental concern and engage groups of people in the community and school and is able to be duplicated by other schools or communities.			
	Overall Environmental Responsibility of <i>Project</i>	The <i>project</i> should address the chosen environmental concern without causing additional harm to the environment. (i.e. if your project focus is on energy consumption it should specifically address energy consumption, but it should also not waste or misuse other <i>resources</i> .					
	Evaluation of <i>Project</i>	Participants evaluated project for effectiveness and ability to reach others.	Participants evaluated project for effectiveness and ability to reach others. Participants created a list of adjustments for future projects to impact a larger audience.				

# Sustainability Challenge Specifications (continued)

Up to 34 8 ½" x 11" pages or 44 slides, continued	Evidence of Educational Presentations	Document one educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document two educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	Document three educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.	
	Scope of Educational Presentations	Describe the school audience(s) reached through educational presentation, including the reason for targeting specific audiences and the benefits of educating them on the environmental concern.	Describe the school and community <i>audience(s)</i> reached through educational presentations, including the reason for targeting specific <i>audiences</i> and the benefits of educating them on the environmental concern.		
	Effectiveness of Educational Presentations	Document an evaluation of effective educational presentations.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods.	Document an evaluation of effective educational presentations, which may include <i>audience</i> members' change in activity, opinions, knowledge level, or other methods, and how adjustments made to subsequent presentations based on the data collected were made.	
	Works Cited/Bibliography	Use MLA or APA citation reliable and current.	style to cite all references. <i>F</i>	Resources should be	
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.			

# Sustainability Challenge Specifications (continued)

#### **Oral Presentation**

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

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVEL 3 AND 4		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.				
Knowledge of Environmental Concern	Show evidence of <i>current</i> data and knowledge of trends in the environmental concern topic area.				
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.		
Use of Portfolio and Visuals	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.				
Voice	Speak clearly with appropriate pitch, tempo, and volume.				
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress, professional dress, or costume appropriate for the nature of the presentation.				
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.				
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.				



# SUSTAINABILITY CHALLENGE

**STAR Events Point Summary Form** 

Name of Participant					
Chapter	State	Team #	Station #	Level	

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

ROOM CONSULTANT CH	ECK		Points	
Registration Packet	Picked up by adviser or designated adult during scheduled time			
0 or 3 points	No <b>0</b>	Yes <b>3</b>		
Event Online	0	2		
Orientation	Official documentation not provided	Official documentation provided at presentation		
Documentation	at presentation time or signed by	time and signed by adviser		
0 or 2 points	adviser			
Hardcopy Portfolio		1 Dividentia de la official ECCI A bio des		
0–1 point or Electronic Portfolio	Binder is not the official FCCLA binder 0	Binder is the official FCCLA binder		
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the		
o i ponte	format to the evaluators	evaluators		
Portfolio Pages	0	1 2 3		
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors		
		Portfolio contains no more than 48 single-sided		
		pages or 59 slides completed correctly,		
		including:		
		<ul> <li>1 project ID page or slide</li> </ul>		
		<ul> <li>1 table of contents page or slide</li> </ul>		
		• 1 Planning Process summary page or 2 slides		
		Project Summary Submission Proof		
		• Up to 10 content divider pages or slides		
		Up to 34 content pages or 44 content slides		
Punctuality	0 Derticipant was late for presentation	1		
0–1 point	Participant was late for presentation	Participant was on time for presentation		
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL		
Evaluator 1	Initials	(10 points possible)		
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE		
Evaluator 3	Initials	(90 points possible)	•	
Total Score	divided by number of evaluators	FINAL SCORE		
	= AVERAGE EVALUATOR SCORE			
	Rounded only to the nearest hundredth (i.e. 79.99	not 80.00) Room Consultant Total)	·	
RATING ACHIEVED (circle or	•	Bronze: 1-69.99		
VERIFICATION OF FINAL SC	ORE AND RATING (please initial)			
Evaluator 1 Evalu	uator 2 Evaluator 3 Adu	ult Room Consultant Event Lead Consultant		



# SUSTAINABILITY CHALLENGE

Rubric – Level 1

Name of Participant \_

Chapter			State	Team #	Static	on # Leve	l
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	<b>0</b> Not explained	1 Some research done but incomplete information	2 Research is current but from unreliable sources and does not adequately cover the topic	from 3 reliable sources but does not	4 Research is current, appropriate for topic, from 3 reliable sources, and adequately covers the topic	5 Research is from 3 current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship des	particip affected potentia	1 2 tion of how the ants' environment(s) is is inadequate and/or al solution(s) for the n are not provided	3 4 Explanation of how the participants' environm affected is adequate, p solution(s) for the prot provided	e Explanati ent(s) is participai potential affected plem potential problem	5 6 ion of how the nts' environment(s) is is extensive, multiple Isolutions for the provided and are both and practical	
Creativity and Duplication of Project 0-10 points	<b>0</b> Project not completed	1 2 Project did not address concern	3 4 Project addressed the concern	5 6 Project effectively addressed concern	7 8 Project creatively and effectively addressed the concern, some engagement with people at school	9 10 Project creatively and effectively addressed the concern, good engagement with people at school	
Overall Environmental Responsibility of Project 0-4 points	0 No regard for enviro responsibility in pro execution	ject activitie	1 Is, resources, and s used for the project mewhat wasteful	2 Most materials, resour activities used for the p were chosen with resp their environmental im	rces, and Materials project activities ect to were tho ppact showed a	3 4 s, resources and used for the project ught out, chosen, and a thorough knowledge of nental responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation cond	ucted Evaluation n unsuccessfu		<b>2</b> Evaluation was appropriate		<b>3</b> rough and appropriate.	
Evidence of Educational Presentations 0-2 points	Evidence of 1 educa included	0 ational presentation is not		1 tional presentation is	Evidence of 1 education included with the data proof of presentation	e, location, and one	
Scope of Educational Presentations 0-5 points	0 No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	4 Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	5 Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
Effectiveness of Educational Presentations 0-5 points	<b>0</b> No evidence of presentation effectiveness provid	1 Limited evidence effectiveness pro led		<b>3</b> lence of presentation ctiveness provided.	Detailed eviden effectiveness pr	4 5 nce of presentation rovided.	

# Sustainability Challenge Rubric Level 1 (continued)

							Points
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incompl current, or not reliable	,	2 Reliable resources but inco (see style sheet)	, ,	<b>3</b> t of current and reliable I MLA or APA style <i>(see</i>	
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but m grammatical or spelling organized poorly	'	<b>2</b> Portfolio is neat, legible, ar professional, with correct g and spelling	grammar grammar an	<b>3</b> , professional, correct d spelling used with anization of information	
<b>ORAL PRESENT</b>	ATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation of all topic eleme but with minim information	overs Presentation gives nts complete	information completely but does	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Environmental Concern 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence knowledge	3	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	0	2 and relationship to FCS is go	od Knowledge and F	<b>3</b> CS relationship is evident	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and v used minimally during present	incorporated	4 Is Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not use effectively	d Voice quali	1 ty is adequate	<b>2</b> Voice quality is goo improve	·	<b>3</b> ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	s, avoids and eye co	1 oosture, manneris ntact is inconsiste appropriate	<b>2</b> Sms Gestures, posture,	mannerisms, Gestures othing are eye cont	<b>3</b> s, posture, mannerisms, act, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5 grammatical and pronu errors	, , , ,	1 grammatical and ion errors	<b>2</b> Few (1-2) grammat pronunciation erro		3 tion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to a questions but without ease o accuracy	adequately to all	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

Evaluator # Evaluation Initial Room Consultant Initial

(90 points possible)

\_\_\_\_\_

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#### SUSTAINABILITY CHALLENGE

Rubric – Level 2

Name of Participant \_

Chapter			State	Team #	Statio	on # Leve	!I
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	0 Not explained	1 Some research done but incomplete information	2 Research is current but from unreliable sources and does not adequately cover the topic	3 Research is current, appropriate for topic, from 4 reliable sources but does not adequately cover the	4 Research is current, appropriate for topic, from 4 reliable sources, and adequately covers	5 Research is from 4 current, reliable sources, documented correctly, and extensively covers the	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship deso	participa affected potentia	1 2 ion of how the nts' environment(s) is is inadequate and/or I solution(s) for the are not provided	topic <b>3 4</b> Explanation of how the participants' environm affected is adequate, p solution(s) for the prob provided	nent(s) is participan potential affected i blem potential problem	topic 5 6 on of how the nts' environment(s) is is extensive, multiple solutions for the provided and are both and practical	
Creativity and Duplication of Project 0-10 points	<b>0</b> Project not completed	1 2 Project did not address concern	3 4 Project addressed the concern	5 6 Project effectively addressed concern	7 8 Project creatively and effectively addressed the concern, some engagement with people at school and community	9 10 Project creatively and effectively addressed the concern, good engagement with people at school and community	
Overall Environmental Responsibility of Project 0-4 points	0 No regard for enviro responsibility in pro execution	ject activities	1 s, resources, and s used for the project newhat wasteful	2 Most materials, resour activities used for the were chosen with resp their environmental in	rces, and Materials project activities pect to were tho ppact showed a	3 4 , resources and used for the project ught out, chosen, and thorough knowledge of iental responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation condu	ucted Evaluation m unsuccessful		<b>2</b> Evaluation was appropriate	e Evaluation was tho includes future adju	<b>3</b> rough and appropriate, ustment list	
Evidence of Educational Presentations 0-2 points	Evidence of 2 educa included	0 itional presentations is not	included	1 tional presentations is	Evidence of 2 educatio included with the date proof of presentation	e, location, and one	
Scope of Educational Presentations 0-5 points	0 No descriptions provided	1 Description of only one presentation provided	2 Description of only two presentations provided	3 Limited descriptions of all three educational presentations are included	4 Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	5 Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
Effectiveness of Educational Presentations 0-5 points	<b>0</b> No evidence of presentation effectiveness provid	1 Limited evidence effectiveness prov		3 lence of presentation ctiveness provided.	•	4 5 ice of presentation	

# Sustainability Challenge Rubric Level 2 (continued)

							Points
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incompl current, or not reliable	,	2 Reliable resources but inco (see style sheet)	'	<b>3</b> t of current and reliable I MLA or APA style <i>(see</i>	
<b>Appearance</b> 0–3 points	<b>0</b> Portfolio is illegible and unorganized	1 Portfolio is neat, but m grammatical or spelling organized poorly	,	<b>2</b> Portfolio is neat, legible, an professional, with correct and spelling	grammar grammar an	<b>3</b> , professional, correct d spelling used with anization of information	
ORAL PRESENT	ATION						
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation co all topic element but with minimi information	nts complete	information completely but does	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Environmental Concern 0-5 points	<b>0</b> Little or no evidence of knowledge	1 Minimal evidence of knowledge	<b>2</b> Some evidence knowledge	3	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence of knowledge and FCS coursework relationship	0	2 and relationship to FCS is go ogram identified		program identified, and	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and vi used minimally during presenta	incorporated	4 als Portfolio and visuals used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	d Voice quali	1 ty is adequate	2 Voice quality is goo improve	od, but could Voice qu	<b>3</b> ality is outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate ges posture or mannerisms eye contact/inappropri clothing	, avoids and eye co	1 oosture, manneris ntact is inconsiste appropriate	<b>2</b> ms Gestures, posture,	mannerisms, Gestures lothing are eye cont	3 s, posture, mannerisms, act, and clothing presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	<b>0</b> Extensive (more than 5 grammatical and pronu errors	, , ,	1 grammatical and ion errors	<b>2</b> Few (1-2) gramma pronunciation erro		3 tion has no grammatical nciation errors	
Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to a questions but without ease o accuracy	adequately to all	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

Evaluator # Evaluation Initial Room Consultant Initial

(90 points possible)

\_\_\_\_\_



# SUSTAINABILITY CHALLENGE

Rubric – Level 3 and 4

Name of Participant \_

Chapter			State	Team #_	Statio	on # Leve	l
PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	0 Not explained	1 Some research done but incomplete information	2 Research is current but from unreliable sources and does not adequately cover the topic	3 Research is current, appropriate for topic, from 4 reliable sources but does not adequately cover the topic	4 Research is current, appropriate for topic, from 4 reliable sources, and adequately covers the topic	5 Research is from 4 current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	<b>0</b> No relationship des	particip affected potentia	1 2 tion of how the ants' environment(s) is is inadequate and/or al solution(s) for the n are not provided	3 4 Explanation of how th participants' environ affected is adequate, solution(s) for the pro provided	ne Explanati ment(s) is participar potential affected i oblem potential problem	<b>56</b> on of how the nts' environment(s) is s extensive, multiple solutions for the provided and are both and practical	
Creativity and Duplication of Project 0-10 points	0 Project not completed	1 2 Project did not address concern	<b>3 4</b> Project addressed the concern	5 6 Project effectively addressed concern	7 8 Project creatively and effectively addressed the concern, some engagement with people at school and community, project able to be duplicated	9 10 Project creatively and effectively addressed the concern, good engagement with people at school and community, project easy to duplicate	
Overall Environmental Responsibility of Project 0-4 points	0 No regard for envir responsibility in pro execution	oject activitie	1 Is, resources, and s used for the project mewhat wasteful	2 Most materials, resou activities used for the were chosen with res their environmental i	urces, and Materials project activities pect to were tho mpact showed a	3 4 , resources and used for the project ught out, chosen, and thorough knowledge of eental responsibility	
Evaluation of Project 0-3 points	<b>0</b> No evaluation cond	ucted Evaluation n unsuccessfu		<b>2</b> Evaluation was appropriat		<b>3</b> rough and appropriate,	
Evidence of Educational Presentations 0-2 points	Evidence of 3 educa included	0 ational presentations is not	t Evidence of 3 educa included	1 tional presentations is	Evidence of 3 education included with the date proof of presentation	<b>2</b> onal presentations is e, location, and one	
Scope of Educational Presentations 0-5 points	0 No descriptions provided	only one only presentation pres	2 cription of Limited d v two of all thre sentations education vided presentat included	ee each edui nal presentat tions are with infor audience, targeted, benefit(s)	cational ear ion are included pre- mation on the with why they were aur and what tar this particular ber sk from the gro	5 tensive descriptions of ch educational esentation are included th information on the dience, why they were geted, and what nefit(s) this particular hup took from the esentation	
Effectiveness of Educational Presentations 0-5 points	0 No evidence of presentation effectiveness provio	1 Limited evidence effectiveness pro ded	•	3 ence of presentation ctiveness provided.	•	4 5 ce of presentation	

# Sustainability Challenge Rubric Level 3 and 4 (continued)

									Points
Works Cited/ Bibliography 0–3 points	0 No resources listed	1 Resources are incomple current, or not reliable		Reliable res (see style s	2 sources but incorr heet)	resou	plete list of cu	<b>3</b> rrent and reliable or APA style <i>(see</i>	
<b>Appearance</b> 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but m grammatical or spelling organized poorly	,		<b>2</b> neat, legible, and al, with correct gra g	ammar gram	, legible, profe mar and spell	<b>3</b> essional, correct ing used with ion of information	
ORAL PRESENTA	ATION								
Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation c all topic eleme but with minin information	overs Pre nts con nal inf do	5 6 esentation gives mplete ormation but es not explain the bject well	Presentation information completely bu	all ut does in se	9 10 esentation covers I relevant formation with a amless and logical elivery	
Knowledge of Environmental Concern 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	<b>2</b> Some evidence knowledge	e of Kn sul evi eff	3 owledge of bject matter is ident but not fectively used in esentation	4 Knowledge of subject matte evident and s at times in the presentation	f Kr er is su hared ev e in th	5 nowledge of bject matter is rident and corporated roughout the esentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-3 points	0 No evidence of relationship between project and FCS	1 Minimal evidence o knowledge and FCS coursework relationship		ogram identil	ship to FCS is good ied. FCS career	evident, n	ained well. FC	ationship is am identified, and S career pathways	
Use of Portfolio and Visuals during Presentation 0-5 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and v used minimally during present	inc ation thr	3 rtfolio and visuals corporated roughout esentation	4 Portfolio and used effective throughout presentation	ely se or	5 esentation moves amlessly between al presentation, ortfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	<b>0</b> Voice qualities not used effectively	Voice quali	<b>1</b> ty is adequate		<b>2</b> ce quality is good, prove	, but could V	oice quality is	<b>3</b> outstanding and	
Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gest posture or mannerisms eye contact/inappropri- clothing	, avoids and eye co	1 osture, manneris ntact is inconsiste appropriate	sms Ges ent/ eye	2 stures, posture, m e contact, and clot propriate	annerisms, G hing are e	0	•	
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5 grammatical and pronu errors	, , , ,	1 grammatical and ion errors		<b>2</b> v (1-2) grammatica nunciation errors		resentation ha	3 as no grammatical on errors	
Responses to Evaluators' Questions 0-5 points	<b>0</b> Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to questions but without ease of accuracy	ad	3 sponded equately to all estions	4 Gave appropriate responses to evaluators' quest	were ions giver	5 onses to questions appropriate and n without ation	

Evaluator's Comments - include two things done well

and two opportunities for improvement:

TOTAL

(90 points possible)

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





**Teach and Train**, an *individual event*, recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a *portfolio* of the teaching/training career, prepare and execute a complete lesson/workshop plan and an *oral presentation*. Level 2 and Level 3 participants will also complete a *shadowing experience* of a "*best practices*" educator.

#### **EVENT LEVELS**

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

See page 10 for more information on event levels.

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

- Review "Eligibility and General Rules for All Levels of Competition" on page 11 prior to event planning and preparation.
- Level 1: Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences child or human development unit or course. Levels 2, 3 and 4: Eligible participants must be or have been enrolled in a



Family and Consumer Sciences course preparing them for careers or employment in the Education and Training or Human Services career pathways.

- 3. The project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
- 4. Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
- 5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
- 6. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions held prior to National Leadership Conference.

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

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

# **TEACH AND TRAIN**

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

Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.

5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	Room consultants and evaluators will have 10 minutes to preview the portfolio (hardcopy or electronic). The
10 minutes	participant must make the electronic portfolio accessible to evaluators.
	The presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The
10 minutes	participant will be stopped at 10 minutes.
10 minutes	If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation.
	Presentation equipment, with no audio, may be used during the entire presentation.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

#### Specifications

#### Hardcopy Portfolio

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

#### **Electronic Portfolio**

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

1-8 ½" x 11" page or 1 slide	Project Identification Page	<i>Plain paper</i> or slide, with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.
	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the <i>portfolio</i> .
0-6	Content Divider Pages or Sections	Use 0 to 6 <i>content divider</i> /section pages or slides. <i>Content</i> divider/section pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .

# Teach and Train Specifications (continued)

	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.
Up to 28 8 ½" x 11" pages or 38 slides	Lesson Plan Workshop Plan	<ul> <li>Planning: Indicate the topic, grade level, timeframe, FCCLA</li> <li>National Program and Competitive Events integration (if applicable), national Family and Consumer Sciences standards and/or other national standards (as appropriate), and Career</li> <li>Readiness Practices selection(s).</li> <li>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</li> <li>Activities: Choose up to three activities to implement the lesson.</li> <li>Describe each activity; include activity timeframe and materials needed.</li> <li>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.</li> <li>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</li> <li>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</li> </ul>
	Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes, including methods of improvement. Minimum of one presentation required.
	Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
	Works Cited/Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

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

Shadowing Experiences with a Best Practices Educator	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. This can include in-person or virtual experiences. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the portfolio content pages.
--	--

#### Teach and Train Specifications (continued)

#### **Oral Presentation**

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

The *portfolio*, including the career exploration and self-assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of Portfolio and Visuals	Use <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



Name of Participant

# **TEACH AND TRAIN**

#### Point Summary Form

Chapter	 	State	Team #	Station #	Level

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

ROOM CONSULTANT CH	IECK		Points				
Registration Packet	Picked up by adviser or designated adult during scheduled time						
0 or 3 points	No <b>0</b>	Yes <b>3</b>					
Event Online	0	2					
Orientation	Official documentation not provided	Official documentation provided at presentation					
Documentation	at presentation time or signed by	time and signed by adviser					
0 or 2 points	adviser	1					
Hardcopy Portfolio	<b>0</b> Binder is not the official FCCLA binder	I Binder is the official FCCLA binder					
0–1 point or Electronic Portfolio							
0–1 point	Electronic Portfolio not in viewable	Electronic Portfolio in viewable format to the					
	format to the evaluators	evaluators					
Portfolio Pages	0	1 2 3					
0–3 points	Portfolio exceeds the page limit	2 or more errors 1 error no errors					
		Portfolio contains no more than 38 single-sided					
		pages or 49 slides completed correctly,					
		including:					
		1 project ID page or slide					
		1 table of contents page or slide     1 planning processory page on 2 plides					
		<ul> <li>1 Planning Process summary page or 2 slides</li> <li>Project Summary Submission Proof</li> </ul>					
		<ul> <li>Up to 6 content divider pages or slides</li> </ul>					
		<ul> <li>Up to 28 content pages or 38 content slides</li> </ul>					
Punctuality	0	1					
0–1 point	Participant was late for presentation	Participant was on time for presentation					
EVALUATORS' SCORES		ROOM CONSULTANT TOTAL					
Evaluator 1	Initials	(10 points possible)					
Evaluator 2	Initials	AVERAGE EVALUATOR SCORE					
Evaluator 3	Initials	(90 points possible)	·				
Total Score	divided by number of evaluators	FINAL SCORE					
	= AVERAGE EVALUATOR SCORE Rounded only to the nearest hundredth (i.e. 2	(Average Evaluator Score plus 79.99 not 80.00) Room Consultant Total)					
RATING ACHIEVED (circle o	,	Bronze: 1-69.99					
	ORE AND RATING (please initial)						
Evaluator 1 Eval	uator 2 Evaluator 3 Adu	It Room Consultant Event Lead Consultant					

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#### **TEACH AND TRAIN—Level 1**

Rubric

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

Chapter\_

\_\_\_\_\_\_ State\_\_\_\_\_ Team #\_\_\_\_\_ Station #\_\_\_\_\_ Level\_\_\_\_\_

PORTFOLIO							Points
FCCLA	0	1	2	3	4	5	
Planning Process	Planning Process	Inadequate steps in	All Planning Process	s All Planning	Evidence that the	The Planning Process is	
Summary Page 0–5 points	summary not provided	the Hanning Process			Planning Process was	used to plan the project.	
•		are presented	but not summarized		utilized to plan project	Each step is fully explained	
Career Exploration	0	1	2	3	4	5	
0–5 points	Not included	Research is not	Research is current				
		current, and missing more than 3 topics	but from unreliable sources, missing 1–	<u> </u>	appropriate for topic; from reliable	documented correctly, and includes all six	
			required topics	or other topics	sources	required topics	
Self-Assessment	0	1	2	3	4	5	
0–5 points	Not included	- Missing analysis of	Covers areas of self	- Adequately address	-	-	
		learning or thinking	assessment with	all areas of self-	interests in detail,	interests in detail, clearly	
		styles, personality	limited information		and states career	states career information,	
		traits analysis, and no	o and detail		information, and	and analyzed styles	
		career value stated			analyzed styles		
Lesson/Workshop	0	1	2	3	4	5	
Plan: Planning			an includes an		Plan includes an	Plan includes an objective and	
0–5 points			jective and shows an		objective and	varied teaching methods,	
	planning		equate		predictable teaching	shows understanding of the	
			derstanding of the		methods, shows understanding of	audience, and completely connects the lesson to	
		dL			audience, and	curriculum. describes desired	
					indicates a	outcomes	
					connection to		
					curriculum		
Lesson/ Workshop	0	1	2	3	4	5	
Plan: Organization			an includes an		Plan follows a logical	Plan includes a creative,	
)–5 points			equate introduction		organization with a creative and effective	attention getting introduction, excellently	
		'	lorganized content		introduction and	placed content and activities,	
		content is difficult	longamized content		conclusion. Includes	and a solid, effective	
		to follow		some effort to	an effective use of	conclusion.	
				include technology	technology	Shows superb effort to	
						maintain audience attention	
						and produce a high level of learning. Includes an effective	
						use of technology	
Lesson/ Workshop	0	1	2	3	4	5	
Plan: Activity	No activity included	Activity plans are	Activity plans includ			Activity plans include	
0–5 points		missing logistical and			include excellent	logistical information and	
		resource information			logistical and	an extensive list of	
		The activity is not creative or interestin	The activity is not creative and does n	information. Activit ot is interesting	ty resource information. The	resources. Activity(s) is creative, interesting and	
		and does not relate	tie to the	or is interesting	activity(s) is	enhances the quality of	
		well to	lesson/workshop w	ell	interesting and	the lesson. All audience	
		lesson/workshop	·		beneficial to most	members would benefit	
					audience members		
Lesson/ Workshop	0	1	2	3	4	5	
Plan:	No follow up was	Outcomes are	Outcomes are	Outcomes are	Outcomes are	Outcomes are measurable,	
Follow Up	done	inadequately stated.	inadequately stated		measurable,	complete and thoughtfully	
		No evaluation was	An evaluation	complete. A single	complete and	done. Multiple evaluation	
0–5 points			method was used,	evaluation method	e ,	methods were used and	
0–5 points		used.				results explained well. Plans	
0–5 points		used.	but results are not	was used and	Multiple evaluation		
0–5 points		used.		results are	methods were	to improve the	
0–5 points		used.	but results are not		methods were used and results	to improve the lesson/workshop are	
·			but results are not presented	results are explained	methods were used and results are explained well	to improve the lesson/workshop are included	
Evidence of	0	1	but results are not presented 2	results are explained <b>3</b>	methods were used and results are explained well 4	to improve the lesson/workshop are included 5	
Evidence of Technology Used	No technology used	1 Technology used to	but results are not presented <b>2</b> Technology used to	results are explained 3 o Technology and	methods were used and results are explained well <b>4</b> Technology used	to improve the lesson/workshop are included 5 Technology used to	
Evidence of Technology Used	No technology used in lesson/workshop	1 Technology used to develop or execute	but results are not presented <b>2</b> Technology used to develop or execute	results are explained 3 5 Technology and 2 techniques used to	methods were used and results are explained well 4 Technology used to develop or	to improve the lesson/workshop are included 5 Technology used to develop or execute	
Evidence of Technology Used	No technology used	1 Technology used to develop or execute lesson/workshop	but results are not presented 2 Technology used to develop or execute lesson/workshop	results are explained Technology and techniques used to develop or execute	methods were used and results are explained well 4 Technology used to develop or e execute	to improve the lesson/workshop are included 5 Technology used to develop or execute lesson/workshop was	
Evidence of Technology Used	No technology used in lesson/workshop	1 Technology used to develop or execute	but results are not presented Technology used to develop or execute lesson/workshop but not explained i	results are explained Technology and techniques used to develop or execute n lesson/workshop	methods were used and results are explained well 4 Technology used to develop or e execute lesson/workshop	to improve the lesson/workshop are included 5 Technology used to develop or execute lesson/workshop was explained thoroughly	
0–5 points Evidence of Technology Used 0-5 points	No technology used in lesson/workshop	1 Technology used to develop or execute lesson/workshop	but results are not presented 2 Technology used to develop or execute lesson/workshop	results are explained Technology and techniques used to develop or execute	methods were used and results are explained well 4 Technology used to develop or e execute lesson/workshop was explained	to improve the lesson/workshop are included 5 Technology used to develop or execute lesson/workshop was explained thoroughly and materials were	
Evidence of Technology Used	No technology used in lesson/workshop	1 Technology used to develop or execute lesson/workshop	but results are not presented Technology used to develop or execute lesson/workshop but not explained i	results are explained Technology and techniques used to develop or execute n lesson/workshop	methods were used and results are explained well 4 Technology used to develop or e execute lesson/workshop	to improve the lesson/workshop are included 5 Technology used to develop or execute lesson/workshop was explained thoroughly	

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# Teach and Train—Level 1 Rubric (continued)

Bibliography -3 points Evidence of Prior Presentation 0-5 points	No resources listed	Resources are incom	plete, not Re	eliable resources but incor	rect Complete list of cu	rrent and reliable resources	
vidence of Prior Presentation	^				•	-	l
Presentation	^	current, or not reliab		yle (see style sheet)	in MLA or APA styl	e (see style sheet)	└───
	•	1	2	3	4	5 Evtoncivo ovidence of	l
–5 points	No prior presentation	Participation indicates	Minimal evidence of			Extensive evidence of prior presentation of the	
	done	that the	prior presentation o			lesson/workshop plan.	
		lesson/workshop plan	the lesson/worksho			Outcomes are listed and	
		was presented but	plan	plan	lesson/workshop	methods of improvement	Ì
		shows no evidence of			plan. Some	are indicated	ĺ
	•	the prior presentation			outcomes are listed		
ppearance	<b>0</b> Portfolio is illegible and	De alfalta ta	1	<b>2</b>	In and Maria Inc	3	
–3 points	unorganized		neat, but may contain			ible, professional, correct	ĺ
	unorganizeu	•	al or spelling errors	professional, with cor	•	r and spelling used with	ĺ
		and is orgai	nized poorly	grammar and spelling	effective	organization of information	
ORAL PRESENT	ATION						
Drganization/	0	12	3 4	56	78	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers	Presentation gives	Presentation covers	Presentation covers	
) – 10 points	done or presented	some topic elements	all topic elements	complete	information	all relevant	
	briefly and does not cover components		but with minimal	information but	completely but does	information with a	
	of the project		information	does not explain the	not flow well	seamless and logical	
	p. 0j000			project well		delivery	
(nowledge of	0	1	2	3	4	5	
elected Career	Little or no evidence	Minimal evidence of	Some evidence	Knowledge of selected	Knowledge of selected	Knowledge of selected	
)-5 points	of knowledge	knowledge	of knowledge	career is evident but	career is evident and	career is evident and	
				not shared in	shared at times in	incorporated throughout	
				presentation	presentation	the presentation	
Relationship of	0	1	2	3	4	5	
amily and	No evidence of	Minimal evidence of	Some knowledge of	Knowledge of career	Knowledge of career	Knowledge of career	
Consumer Sciences	relationship	career knowledge	relationship of	and FCS coursework	and relationship to	and FCS relationship is	
Coursework and Standards	between career and	and FCS coursework	career and FCS	but not shared	FCS is evident and	evident and explained	
)-5 points	FCS	relationship	coursework		shared	well	
Jse of Portfolio and	0	1	2	3	4	5	
/isuals during	Portfolio and visuals	Portfolio and visuals	Portfolio and visuals		Portfolio and visuals	Presentation moves	
Presentation	not used during	used to limit amount	used minimally	incorporated	used effectively	seamlessly between	
)-5 points	presentation	of speaking time	during presentation	throughout	throughout	oral presentation,	
				presentation	presentation	portfolio and visuals	l
/oice – pitch,	0		1	2	1	3	
empo, volume	Voice qualities not used	Voice qualit	ty is adequate	Voice quality is good,	but could Voice au	ality is outstanding and	l
)-3 points	effectively	· · · · · · · · · · · · · · · · · · ·		improve	pleasing	,	
Body Language/	, 0		1	2	F0	3	
Clothing Choice	Uses inappropriate gestu	ires, Gestures p	osture, mannerisms	Gestures, posture, ma	nnerisms. Gestures	s, posture, mannerisms,	
)-3 points			ntact is inconsistent/	eye contact, and cloth	,	act, and clothing enhance	
	eye contact/inappropria			appropriate	presenta		
	clothing				P		
Grammar/Word	0		1	2		3	
Jsage/	Extensive (more than 5)	Some (3-5)	grammatical and	Few (1-2) grammatica	l and Presenta	tion has no grammatical	
Pronunciation	grammatical and pronund			pronunciation errors	or pronu	nciation errors	l
)-3 points	errors						
Responses to	0	1	2	3	4	5	
valuators'	Did not answer	Unable to answer	Responded to all	Responded	Gave appropriate	Responses to	
Questions	evaluators'	some questions	questions but	adequately to all	responses to	questions were	
)-5 points	questions		without ease or	questions	evaluators'	appropriate and given	
			accuracy		questions	without hesitation	

Evaluator Initial \_\_\_\_\_ (90 points possible)

Room Consultant Initial

Points



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

Rubric

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

Chapter			State	Team #	ŧ Stat	Station # Level		
PORTFOLIO							Points	
FCCLA FCCLA Planning Process Summary Page D–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	Points	
Career Exploration 0–5 points	<b>0</b> Not included	1 Research is not current, and missing more than 3 topics	<b>2</b> Research is current	<b>3</b> Research is curren but only partially	4	5 , Research is current, documented correctly,		
<b>Self-Assessment</b> 0–5 points	Not included Missing analysis of learning Covers areas of self- or thinking styles, assessment with		addresses all areas	<b>4</b> Examined personal interests in detail,	5 Examined personal interests in detail, clearly states career value, and analyzed styles	•		
Lesson/Workshop Plan: <b>Planning</b> 0–5 points	0 Shows no evidence of advance planning	consideration for audience members	objective and shows an adequate understanding of the audience	3 Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	4 Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	5 Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes		
Lesson/ Workshop Plan: <b>Organization</b> 0–5 points	0 Shows no organization	an introduction and/or conclusion and content is difficult to follow	adequate introduction and conclusion with unorganized content	3 Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	4 Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	5 Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology		
Lesson/ Workshop Plan: <b>Activity</b> 0–5 points	0 No activity included	missing logistical and resource information. The activity is not creative or interesting and does not relate	some logistical and resource information. The activity is not	3 Activity plans include adequate logistical and resource information. Activity is interesting	4 Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	5 Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity		
Lesson/ Workshop Plan: <b>Follow Up</b> 0–5 points	<b>0</b> No follow up was done	inadequately stated. An evaluation method was used, but results are not presented	inadequately stated. An evaluation method was used, but results are not	3 Outcomes are measurable and complete. A single evaluation method was used and results are explained	4 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	5 Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included		
Evidence of Prior Presentation 0–5 points	<b>0</b> No prior presentation done	1 Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	2 Minimal evidence of prior presentation of the lesson/workshop plan	3 Extensive evidence of prior presentation of the lesson/workshop plan	4 Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	5 Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated c. All rights reserved. w		

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

Points

Shadowing	0	1	2		3	5		4	
Experience	No shadowing	Shadowing	Shadowing expe	erience	Shadowing	experience S	hadowing	experience with a best	ł
)-4 points	experience done	experience was don	e done with a bes	st	with a best	practices p	ractices ed	lucator is documented	
		with a best practice		tor but is	educator is		xtensively.	Participant indicates the	
		educator	documented mi		documented		-	e experience on their	
				,			uture caree		i
Evidence of	0	1	2		3			4	1
Technology Used	No technology used in	Technology used to	Technology use	d to	Technology	and	Technolog	y used to develop or	
0-4 points	lesson/workshop	develop or execute	develop or exec		techniques (			sson/workshop was	
·	planning or execution	lesson/workshop no			develop or e			thoroughly and materials	
		explained	explained in po	•	lesson/work		•	eloped to document	
					explained		project	<u>!</u>	
Works Cited/	0		1		2		. ,	3	
Bibliography	No resources listed	Resources	are incomplete, not	Reliabl	e resources bi	ut incorrect	Complete	e list of current and	
0–3 points			not reliable for	style <i>(s</i>	ee style sheet	)		esources, in MLA or APA	
		project		/-	,,	,		e style sheet)	
Appearance	0	1	1		2			3	
0–3 points	Portfolio is illegible and	Portfolio is	neat, but may contair	n Portfol	io is neat, legi	ble. and	Neat, leg	ible, professional, correct	
	unorganized		al or spelling errors		sional, with co		-	r and spelling used with	ł
		0	nized poorly		ar and spellin		-	organization of	ł
		2.10.10.0180	<b>-</b>	0. 2		•	informati	•	ł
ORAL PRESENT	ATION								
Organization/		12	34		56	7	8	9 10	
Delivery	Presentation is not	Presentation covers	Presentation covers		tation gives	Presentatio		Presentation covers all	ł
0 – 10 points	done or presented	some topic elements	all topic elements	comple	•	informatio		relevant information	ł
	briefly and does not	some topic cicilients	but with minimal	•	ation but	completely		with a seamless and	ł
	cover components		information		ot explain the			logical delivery	ł
	of the project			project	•	HOLHOW W	-11	iogical delivery	i
Knowledge of	0	1	2	project		4		5	
Selected Career	Little or no evidence	Minimal evidence of	Some evidence	Knowledge		Knowledge of	selected	Knowledge of selected	ł
0-5 points	of knowledge	knowledge	of knowledge	career is ev		career is evide		career is evident and	
	or kilomedge	Kilowicuge	orknowledge	not shared		shared at time		incorporated throughout	
				presentatio		presentation	5 111	the presentation	ł
Relationship of	0	1	2	p. coentatio	3	4		5	
Family and	No evidence of	Minimal evidence of	Some knowledge of	Knowle	edge of career			Knowledge of career	ł
Consumer Sciences	relationship	career knowledge and	relationship of		S coursework	-		and FCS relationship is	ł
Coursework and	between career and	FCS coursework	career and FCS		t shared	FCS is evid		evident and explained	
Standards	FCS	relationship	coursework	bat no	. Shurcu	shared	.ine arra	well	
0-5 points Use of Portfolio and	•	•			2				<u> </u>
Visuals during	<b>0</b> Portfolio and visuals	1 Dortfolio and visuals	2 Dortfolio and visuals	Dortf-1	3 io and visuals	4 Dortfolio a		5 Drocontation movies	1
Presentation		Portfolio and visuals	Portfolio and visuals		io and visuals	Portfolio a		Presentation moves	ł
0-5 points	not used during	used to limit amount	used minimally	incorpo		used effect		seamlessly between	ł
·	presentation	of speaking time	during presentation	-		throughou		oral presentation,	ł
Dady Language /	-			presen		presentation	n	portfolio and visuals	
Body Language/ Clothing	0		1	<b>C</b>	2		Crit	3	ł
Choice/Voice	Uses inappropriate gest		oosture, mannerisms		es, posture, m			, posture, mannerisms,	ł
0-3 points	posture or mannerisms,		ntact is inconsistent/	,	ntact, and clot	0	1 1 0		ł
	contact/inappropriate cl voice qualities not effect	<b>.</b>	appropriate, voice	approp	riate, voice qu	uality is good		presentation, voice	ł
Grammar/Mord		tively used quality is a	1		~		quality is	outstanding	
Grammar/Word Usage/	0		1	<b>-</b> /-	2	.1	D	3	ł
Osage/ Pronunciation	Extensive (more than 5) g				-2) grammatic		Presentation has no grammatical		ł
0-3 points	and pronunciation errors	pronunciat	ion errors	pronur	iciation errors		or pronu	nciation errors	ł
Responses to	0	1	2		3	4	,	5	l
Evaluators'	Did not answer	Unable to answer	Responded to all	Respor		Gave appro	opriate	Responses to	ł
Questions	evaluators'	some questions	questions but		tely to all	responses	-	questions were	ł
0-5 points	questions		without ease or	questic	-	evaluators		appropriate and given	ł
			accuracy			questions		without hesitation	i
						1			
			<b>Fuel</b>	tor #					
/aluator's Comm	ents – include two t	hings done	Evaluat	_					_
			Fvaluat	tor Initial					
ell and two oppo	ntunities for improv	ement.	Evaluat					TOTAL	
ell and two oppo	ortunities for improv	ement:	LValua					TOTAL s possible)	

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#### **TEACH AND TRAIN** Career Exploration and Self-Assessment Summary Page Instructions

Career Exploration and Self-Assessment summary should not exceed 3 pages in length or 5 slides. Use this outline with these headings, in this order, when preparing Career Exploration and Self-Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

#### **CAREER EXPLORATION (2 pages maximum):**

- 1. What education path and qualifications are necessary for a career in the education/training field in which you are interested?
- 2. Please list a sample job description for your ideal education/training career.
- 3. What skills are needed for this career?
- 4. What is the current and future job outlook for this career?
- 5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?
- 6. What are the entry-level positions and opportunities for professional advancements in this career field?

#### SELF ASSESSMENT (1 page maximum):

- 1. Why are you personally interested in this career?
- 2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?
- 3. Describe what appeals to you about a career in education or training?
- 4. What other aspects of your self-assessment have you considered?



# **TEACH AND TRAIN** Shadowing Reflection Summary Instructions Levels 2, 3 and 4

Write a reflection on the shadowing experience of a *best practices* teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 3 pages in length or 5 slides. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.

#### **II.** Observations:

- 1. What observations did you make about room management techniques?
- 2. What observations did you make about the content/curriculum being taught?
- 3. How did the teacher or trainer manage the lesson?
- 4. What evidence did you see of planning?
- 5. Discuss with the teacher/ trainer the following.
  - The school's or organization's mission statement
  - The curriculum standards or guidelines.
  - The career of teaching/ training.
  - Maintaining a professional motivation for the career.
  - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
  - Why did they choose the presentation strategies methods that were used?
  - How did they choose the activities?
  - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
- 6. Include other applicable observations.



# TEACH AND TRAIN

Lesson/Workshop Plan

Use this template, in the order given, when preparing lesson/workshop plan. Plan may not exceed 3 pages or 4 slides in length.

**Topic:** 

Grade Level:

Timeframe:

FCCLA National Program(s) Integration (if applicable):

FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):

Learning Objectives:

National Family and Consumer Sciences Standards (or others as appropriate):

**Career Readiness Practices (Select all that apply):** 

- □ Act as a responsible and contributing citizen and employee
- □ Apply appropriate academic and technical skills
- □ Attend to personal health and financial well-being
- □ Communicate clearly and effectively and with reason
- □ Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- □ Employ valid and reliable research strategies
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity
- Work productively in teams while using cultural global competence

FCCLA Lesson Plan Template, continued

Materials Needed:

**Instructional Strategies:** 

Activity 1:

Activity 1 Timeframe: Activity 1 Materials Needed: Directions:

Activity 2:

Activity 2 Timeframe: Activity 2 Materials: Directions:

Activity 3:

Activity 3 Timeframe: Activity 3 Materials Needed: Directions: Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

**Other Resources** (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

**Source** (If Applicable: cite any published or copyrighted materials used in this lesson plan):

**Additional Notes:** 



# Additional Resources

- FCCLA...The Handbook to Ultimate Leadership
- FCCLA Information Sheet
- Teen Times
- FCCLA national website (www.fcclainc.org)
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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# **Competitive Events Glossary**

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

**Audiovisual equipment**—Equipment that uses both sight and sound to present information.

**Best Practices Educator**—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

**Bibliography**—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

**Career-Related Education**—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

**Classroom Situation**—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

**Community**—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

**Content**—The subject or ideas contained in something written, said, or represented.

**Content divider pages**—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a content section.

**Content pages**—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

**Costume**—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

**Critical thinking**—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

**Current**—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

**Digital Story**—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

**Dimensions**—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

**Display**—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

**Easel**—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

**Educational Enhancement Opportunity**—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *career* area.

**Electronic Portfolio**—An *electronic portfolio*, also known as a **digital portfolio**, is a collection of electronic evidence assembled and managed by a user. Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe<sup>®</sup> PDF files, multimedia, blog entries, and hyperlinks.

**Employment**—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Fabric Care—Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics**—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

**Family**—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

**Fiber Content**—The types and amounts of different fibers in a fabric or garment.

**File folder**—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

**Flip chart**—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

**Focus Group**—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

**Graphic**—A picture, border, map, graphic font, or graph used for illustration or demonstration.

**Hardcopy**—Readable printed copy of the output of a machine, such as a computer.

**In-depth service project**—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

**Lesson plan**—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

**Mannequin**—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

**Model**—A 3-D object which represents, in detail, the intent of a final version of a product.

**National programs**—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

**Peer**—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

**Peer education**—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

**Photo Album**—A collection of photographs, either presented in a digital or printed format.

**Plain paper**—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

**Planning Process**—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

**Pointer**—See prop. Laser pointers are not allowed.

**Portfolio**—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

**Postconsumer Item**—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

**Presentation equipment** – Equipment using sight and/or sound to present information. See also audiovisual equipment.

**Problem solving**—The ability to recognize problems and devise and implement plans of action to solve the problems.

**Professional**—Worthy of the high standards of a profession.

**Project identification page**—A page at the front of a document or *display* containing headings specifically called for by event rules.

**Prop**—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

**Prototype Formula**—The ingredients, their quantities, and the process directions used to produce a food item.

**Public Policy** – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

**Reliable**—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

**Resources**—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

**School relationships**—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: http://www.nkba.com/guidelines/kitchen.aspx.

**Skit**—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

**Sound business practices**—Practices that are *comprehensive*, ethical, realistic, and profitable.

**Team**—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/ or school.

**Team event**—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

**Technology**—A method, system, or process for handling a specific, technical problem.

**Presentation equipment**—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

**Visuals**—Posters, charts, slides, presentation software, etc., which include *content*. Visuals should not replace required content within a portfolio.



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