

# FCCLA®

## STAR EVENTS 2023-2024 GUIDELINES



**COMPETITIVE  
EVENTS**



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2023-2024 | 13th Edition

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## Introduction

Family, Career and Community Leaders of America (FCCLA) is pleased to provide comprehensive guides for use by staff, state and chapter advisers, and members. Each of the following Competitive Events has separate guidelines that can be found in the FCCLA Portal:

- **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 encourage members to test their personal finance or fashion industry knowledge skills using a competition version of the Virtual Business classroom software.
- **Online Challenge Tests** are designed to test students' understanding and application of specific subject areas related to Family and Consumer Sciences. Online tests cover a range of topics such as nutrition, child development, interior design, fashion design, culinary arts, and more!
- **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 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.*

### COMPETITIVE EVENTS FEEDBACK AND SUGGESTIONS

We value your input and strive to continuously improve Competitive Events to meet the needs of our members. We encourage you to complete the [form](#) if you have any suggestions for edits or updates to the guidelines. Your feedback will be carefully reviewed by both National Staff and the Competitive Events Advisory Team to be included in future editions of the guidelines.

### COMPETITIVE EVENTS PROMOTIONAL VIDEO

[Click here](#) to view a Competitive Events promotional video that can be used to promote FCCLA Competitive Events to current and potential members.



## Students Taking Action with Recognition

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

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

Foundational Events			
Events that build basic leadership and life skills for members who want to get involved and improve upon themselves.			
Career Investigation	Entrepreneurship	Focus on Children	Interpersonal Communications
Job Interview	Leadership	Nutrition and Wellness	Parliamentary Procedure
Professional Presentation	Repurpose and Redesign		Sustainability Challenge
Leadership Events			
Events that provide opportunities for leaders to gain recognition for their work in chapters. Event content is designed to be a chapter project led by the team who takes it to competition.			
Chapter in Review Display	Chapter in Review Portfolio	Chapter Service Project Display	Chapter Service Project Portfolio
National Programs in Action	Promote and Publicize FCCLA	Public Policy Advocate	
Career Focused Events			
Events for members exploring a specific career area. Most events are for Level 2 and Level 3 participants who have spent time building career-specific skills and knowledge, but a few events are open to Level 1 participants who want to explore a specific career path.			
Baking and Pastry	Culinary Arts	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 or Train
Teaching Strategies			
Online Events			
Events that have a focus on the integration of Family and Consumer Sciences content through digital delivery. Preliminary Round participants submit projects for online evaluation. The top 15 highest-scoring entries in each level are invited to present their digital project and an oral presentation at the National Leadership Conference.			
FCCLA Chapter Website		Digital Stories for Change	
Instructional Video Design		Red Talks on Education	



# STAR Events 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 1 – 3 *team* members. **It's important to verify with your State Adviser to ensure compliance with state-level regulations regarding the maximum number of entries allowed per state, as this number might be lower than the national allowance.**

Event	Entries per State	Individual Event	Team Event	Event	Entries per State	Individual Event	Team Event
<b>Baking and Pastry</b>				<b>Fashion Construction</b>			
				Level 1	2	■	or ■
				Level 2	2	■	or ■
Level 3 & 4	3	■		Level 3 & 4	2	■	or ■
<b>Career Investigation</b>				<b>Fashion Design</b>			
Level 1	2	■					
Level 2	2	■		Level 2	2	■	or ■
Level 3 & 4	2	■		Level 3 & 4	2	■	or ■
<b>Chapter in Review Display</b>				<b>Focus on Children</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Chapter In Review Portfolio</b>				<b>Food Innovations</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Chapter Service Project Display</b>				<b>Hospitality, Tourism, and Recreation</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Chapter Service Project Portfolio</b>				<b>Interior Design</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Culinary Arts</b>				<b>Interpersonal Communications</b>			
				Level 1	2	■	or ■
				Level 2	2	■	or ■
Level 3 & 4	3	■		Level 3 & 4	2	■	or ■
<b>Early Childhood Education</b>				<b>Job Interview</b>			
				Level 1	2	■	
Level 2	2	■		Level 2	2	■	
Level 3 & 4	3	■		Level 3 & 4	2	■	
<b>Entrepreneurship</b>				<b>Leadership</b>			
Level 1	2	■	or ■	Level 1	2	■	
Level 2	2	■	or ■	Level 2	2	■	
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	
<b>Event Management</b>				<b>National Programs in Action</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■

## STAR Events Information & Entries Per State

### Information (CONTINUED)

Event	Entries per State	Individual Event	Team Event	Event	Entries per State	Individual Event	Team Event
<b>National Programs in Action</b>				<b>Repurpose and Redesign</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Nutrition and Wellness</b>				<b>Say Yes to FCS Education</b>			
Level 1	2	■	or ■	Level 1	2	■	
Level 2	2	■	or ■	Level 2	2	■	
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	
<b>Parliamentary Procedure</b>				<b>Sports Nutrition</b>			
Level 1	2		■	Level 1	2	■	or ■
Level 2	2		■	Level 2	2	■	or ■
Level 3 & 4	2		■	Level 3 & 4	2	■	or ■
<b>Professional Presentation</b>				<b>Sustainability Challenge</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>Promote and Publicize FCCLA</b>				<b>Teaching Strategies</b>			
Level 1	2	■	or ■				
Level 2	2	■	or ■	Level 2	2	■	
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	
<b>Public Policy Advocate</b>				<b>Teach or Train</b>			
Level 1	2	■	or ■	Level 1	2	■	
Level 2	2	■	or ■	Level 2	2	■	
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	

## Online STAR Events 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 for Change</b>				<b>Instructional Video Design</b>			
Level 1	2	■	or ■	Level 1	2	■	or ■
Level 2	2	■	or ■	Level 2	2	■	or ■
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	or ■
<b>FCCLA Chapter Website</b>				<b>Red Talks on Education</b>			
Level 1	2	■	or ■	Level 1	2	■	
Level 2	2	■	or ■	Level 2	2	■	
Level 3 & 4	2	■	or ■	Level 3 & 4	2	■	
(Chapters may only choose one level for competition)							

## 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 30 days prior to the event. A national staff member may 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 of 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 on time for event presentation. Participants are encouraged to arrive 30 minutes before their scheduled event presentation and may be disqualified if they are 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 adult(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 CODE POLICY

Student dress should contribute to the positive, professional image of FCCLA. STAR Events participants must adhere to the published conference dress code for all sessions, including the state STAR Events Recognition Sessions. For participation in a competition, follow event specifications for the dress. Unless otherwise specified, appropriate clothing in events that do not allow chef attire is 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.

### 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 may require earlier deadlines for competition. Verify all state deadlines with the state adviser.**

Participants must compete in the level based on 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 there are also STAR Events registration deadlines. Please ensure that all registrations are submitted on time to avoid disqualification or late fees at the regional, state, and national levels.



**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, except for Parliamentary Procedure, which may have four to eight participants from the same chapter.

The participant's grade determines entry into a particular level. The level is determined by the grade in school during the year preceding the National Leadership Conference.

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

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

**STATE SELECTION PROCEDURES**

Members are not required to participate in state events prior to national STAR Events, though state-established procedures must select them.

**DATES AND DEADLINES**

It is the responsibility of all FCCLA members and advisers to review the [National FCCLA Dates and Deadlines](#) found on the FCCLA website.

**Advisers should also consult with their State Adviser to determine any state-specific deadlines or requirements for participation in events such as STAR Events.** By staying informed and prepared, FCCLA members can maximize their opportunities for personal and professional growth through leadership development, community service, and competitions.

**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](mailto:competitiveevents@fcclainc.org) as soon as possible for resolution. It is the participant's 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 the 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. During the National Leadership Conference, participants are permitted to take part in both a Skill Demonstration Event/Online Challenge Test and a STAR Event. However, please note that National FCCLA will not accept any schedule requests or accommodations. It is solely the responsibility of the Chapter Adviser and the participant to coordinate and choose a Skill Demonstration Event/Online Challenge Test that occurs on a different day than their STAR Event.
3. Participants must follow national rules for competition or risk possible disqualification or loss of points. If national regulations vary from state event rules, entries must be changed to comply with national regulations.
4. 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.
5. All STAR Events projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants coordinate their use. 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.
6. State and chapter advisers should ensure that identical presentations of the same project are not entered into STAR Events in one year or multiple years.
7. Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. Evaluators cannot keep any items given to them by STAR Events participants, including gifts.
8. 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.
9. Chapters are allowed to enter only one entry in Chapter in Review Display and one entry in Chapter in Review Portfolio per level.
10. Chapters are allowed to enter only one entry in FCCLA Chapter Website.
11. Spectators are not allowed to observe any portion of any STAR Event, unless otherwise stated. Videotaping and/or audio recording of events is not permitted. \*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.
12. Participants must maintain a professional appearance and attitude during all STAR Events activities.
13. Participants are responsible for their event materials and may not have others assist them with event setup, including moving items into the competition area. Participants may be subjected to disqualification if they have others assist with setup after being reminded by the Lead/Room Consultant. Any items left behind are not the responsibility of FCCLA and may be discarded.
14. STAR Events resources (topics, scenarios, templates, etc.) can be found online in the FCCLA Adviser Portal and FCCLA Student Portal.
15. Lingerie and swimsuits are not allowed for Fashion Construction, Fashion Design, and Repurpose and Redesign events. Clothing that does not meet acceptable standards of appropriateness for a school function or setting is prohibited.

16. Participants may present in front, behind, or beside the designated table or space. Participants may not place items on the consultant or evaluator tables.
17. 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.
18. No live animals or people can be used as props or visuals. Only registered event participants may present in the competition.
19. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event scenario, their sample/display/project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

## Event Management Information

Many individuals are needed to assist in the management of STAR Events. Both student members and adults play an essential role in the success of the events. Throughout the events, cooperation and respect between youth and adults is encouraged and fostered by allowing individuals 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 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 before STAR Events. The lead consultant or other staff member will provide general information, review the STAR Events philosophy and evaluation process, and clarify procedures, rules, and rubrics.

## Importance of Chapter Advisers Serving as Event Volunteers

Chapter Advisers are subject matter experts in Family and Consumer Sciences and FCCLA. As subject matter experts, they provide 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. Volunteers may use this documentation 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 the competition, can we provide photos instead of bringing the product to the competition?** No, the product must be present at the 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, the information presented in one screen view would be considered one slide.
4. **For the competition, can I provide 3 laptops/iPads/devices in my presentation, one for each evaluator?** No, only one device may be used to present an electronic portfolio. Nothing may be handed to the evaluators.
5. **Can slides be of any color?** Yes, but not all color choices may be appropriate for legibility and viewing.
6. **Can I use a remote to advance electronic slides?** Yes. Please note that pointers or props may not be allowed in your event.
7. **Can a student turn in both a hardcopy and present their portfolio in a PowerPoint?** No. Students must choose one type of portfolio format. For hardcopy portfolios, visuals may be used to support, illustrate, or complement the presentation, if allowed in the event. If using a laptop or tablet as a visual (where allowed) along with a hardcopy portfolio, it may not be used to present information intended to be included in the portfolio.
8. **If a member graduates in December, are they still eligible to compete in STAR Events?** School districts set eligibility requirements for participation in local FCCLA chapter activities, including STAR Events. Upon local and/or state eligibility determination, any nationally affiliated member may participate in STAR Events, based upon individual event eligibility criteria.
9. **Can a member compete in both an online STAR Event and another STAR Event?** No. They may only compete in one STAR Event in any given year. STAR Events participants may not compete in any other competitive event at the National Leadership Conference.
10. **Are participants required to use manila folders from the FCCLA supplier?** No.
11. **Can students use FCCLA copyrighted material in STAR Events projects?** Yes, as long as the project is not used for commercial purposes or sold. All FCCLA resources must be cited appropriately.
12. **In an event requiring a file folder, does it matter what color they are, or whether they are labeled in portrait or landscape orientation?** No.
13. **In portfolio events, are content divider pages required?** If the event specifications give a range of pages/slides, such as 0 – 9, then a participant may have zero divider pages, and not be penalized. Please note that evaluators may include lack of dividers as they determine point allocations in the event rubric, related to portfolio appearance and organization.
14. **Can content pages have graphics or decorations?** Yes, any page that does not specify to use plain paper may have graphic or decorative elements.
15. **Is a font considered a graphic?** If the font is a graphic font, then it is a graphic. Unless specified, fonts may be in any color.
16. **Can we laminate pages?** Yes, but all laminated pages must still meet any size requirements as stated in event guidelines.

17. **Do we have to use the FCCLA templates provided, or can we retype it on our own computer?** The template provided can be modified but all of the information, including headings, must be used in the correct order on any document created and remain within the page limits given in event specifications. The logos are encouraged but are not required.
18. **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.
19. **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.
20. **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.
21. **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.
22. **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.
23. **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.
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 in the FCCLA Portal.
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 National Leadership Conference. Each entry must complete and submit the STAR Events Online Orientation form online in the Student Portal by the outlined deadline on the FCCLA Website. The forms are not to be included within a portfolio, or placed on a display. 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 may contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.

## Checklist for the Adviser

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

- ☐ 1. Distribute information about STAR Events to your members and encourage them to access Competitive Events resources on the FCCLA Student Portal.
- ☐ 2. Be sure members have access to:
  - ☐ Policies, Eligibility and General Rules for ALL levels of competition
  - ☐ Checklist for Participants
  - ☐ STAR Events templates found online at [www.fcclainc.org](http://www.fcclainc.org) (available to affiliated chapters) 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.
- ☐ 7. Ensure your members have completed the Online Orientation Form by the deadline.
- ☐ 8. Confirm STAR Events Schedule in the FCCLA Portal under Meetings and Events (NLC Participants)

### 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.



## Checklist for Participants

- ☐ 1. Ensure that your chapter, state, and national dues are paid by the deadline dates.
- ☐ 2. Choose an event.
- ☐ 3. Read through the guidelines and rules carefully (Available on the Student Portal).
- ☐ 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.
- ☐ 6. Complete all parts of the project (Oral Presentation, *Portfolio*, *Display*, etc.).
- ☐ 7. Be sure to read the glossary for more clarification of *italicized* words.
- ☐ 8. Look over your event's rubric and Point Summary Form, and double check that you have covered all required elements.
- ☐ 9. Go through all rules again with your adviser, to make sure you have completed everything that is required correctly.
- ☐ 10. Practice going through your STAR Event many times to assure precision and quality. Have someone critique your materials and your performance, and consider incorporating their suggestions.
- ☐ 11. Watch the Online Orientation Video and complete the required form by [deadline](#) (NLC competitors).

## 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

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

A blank FCCLA Planning Process template may be downloaded from the FCCLA Adviser 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.

## Specific Information for State Advisers

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

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

# National Leadership Conference Requirements/Policies

## Chapter Substitution Policy

Once a chapter has registered a student as a National STAR Events participant, a substitution from that chapter is permitted in the case of a team event, but only if the substitute meets the eligibility requirements of that event. All substitutions must be approved by the state adviser. Substitutions are not permitted in individual events. Substitutions are not permitted after June 1 for National STAR Events. States may determine substitution policies for STAR Events at the district, regional, or state levels. Not all states allow for substitutions. Substitutions may be subject to a fee as outlined in the conference registration guidelines. **Check with your State Adviser for state specific policies.**

## 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 the National Executive Director for consideration.

## Dress Policy

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

## National STAR Events Registration Deadlines

Refer to the [National FCCLA Website](#) for dates and deadlines to register for National STAR Events.

## National Participation Schedule and Online Orientation

A tentative competition schedule and online orientation details will be posted to the FCCLA Portal by the dates outlined on the [FCCLA Website](#).

Chapter Advisers and members should refer to the Student Portal for the most up-to-date participation times. 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 confirming STAR Events schedules in the FCCLA Portal by the deadline outlined on the [FCCLA Website](#). When confirming schedules, advisers should verify:

- Competitors are listed on the correct team.
- Competitors are in the correct level based on their grade level.
- Competitors are in the correct event. Take special note as some event names are similar,

Any schedules not confirmed by the Chapter Adviser by the deadline outlined on the [FCCLA Website](#) will result in participants not receiving the 1 point for confirming STAR Schedules on the Point Summary Form. Participants are still eligible to compete at their scheduled time.



## 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 and medals 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, with the application of standard deviation.

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

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 their medal or certificate.

## Online Orientation Sessions

All entries will receive 1 point for submitting the *STAR Event Online Orientation Form*. Competitors will access the video and from under *Surveys Applications* in the Student Portal. During this presentation the STAR Events schedule, participant's responsibilities, general event schedule and evaluation procedure will be reviewed. Only one form per entry (team or participant) is required. Online Orientation forms are due in the [Student Portal](#) by the deadline outlined on the FCCLA website.

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

Parliamentary Procedure participants are required to take their event tests during an online testing window (outlined on the [FCCLA Website](#)). 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.

## STAR Events Registration Fees

Each participant in a team or individual event pays a fee to help cover STAR Events expenses. In addition to the participant entry fee, Online STAR Events, (National Leadership Conference) entries pay a technology fee to provide Internet access and equipment (in-person conference only). The national STAR Events participant fee is posted under the “Attend” tab of the FCCLA Website. **STAR Events fees are nonrefundable.**

## Conference Supplies, Equipment, Electrical, and Wi-Fi 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. Wi-Fi is not provided unless you are competing in an Online STAR Event. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for presentations, as allowed per event guidelines.

## NATIONAL STAR EVENTS TIE-BREAKER PROCEDURES

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

<b>BAKING AND PASTRY</b> ★ Mise en Place ★★ Safety ★★★ Sanitation	<b>CAREER INVESTIGATION</b> ★ Career Planning ★★ Evidence of Career Research ★★★ Self-Assessment
<b>CHAPTER IN REVIEW DISPLAY AND PORTFOLIO</b> ★ Leadership, Competitive, Cooperative, & Individualized Projects and Activities ★★ State Initiatives & National Programs ★★★ Public relations efforts	<b>CHAPTER SERVICE PROJECT DISPLAY AND PORTFOLIO</b> ★ Project Impact ★★ Address a Specific Need ★★★ Increase awareness/public relations
<b>CULINARY ARTS</b> ★ Mise en Place ★★ Safety ★★★ Sanitation	<b>DIGITAL STORIES FOR CHANGE</b> ★ Project Summary ★★ Creativity and Design ★★★ Technical Quality Images or Video
<b>EARLY CHILDHOOD EDUCATION</b> ★ Evidence of developmental knowledge ★★ Lesson Plans ★★★ Activity Plan	<b>ENTREPRENEURSHIP</b> ★ Business description ★★ Organizational chart ★★★ Budget
<b>EVENT MANAGEMENT</b> ★ Planning and Implementation Timeline ★★ Projected Budget and Options ★★★ Oral presentation – Knowledge of Event Planning and Management	<b>FASHION CONSTRUCTION</b> ★ Knowledge of construction ★★ Display appearance ★★★ Selected Skill Areas (overall score)
<b>FASHION DESIGN</b> ★ Collection design ★★ Career path ★★★ Fabric profiles	<b>FOCUS ON CHILDREN</b> ★ Applies child development concepts ★★ Project Impact/Follow Up ★★★ Addresses a specific need
<b>FCCLA CHAPTER WEBSITE</b> ★ Promotion of FCS and FCCLA ★★ Membership Information ★★★ Program of Work	<b>HOSPITALITY, TOURISM, AND RECREATION</b> ★ Background research ★★ Business Marketing: Content ★★★ Business Marketing: Format
<b>FOOD INNOVATIONS</b> ★ Original prototype formula(s) ★★ Nutrition information ★★★ Product testing method	<b>INTERIOR DESIGN</b> ★ Originality of design ★★ Scaled room floor plan ★★★ Use of display boards during presentation
<b>INSTRUCTIONAL VIDEO DESIGN</b> ★ Video Design Worksheet ★★ Content ★★★ Technical Quality	<b>JOB INTERVIEW</b> ★ Career Related Education ★★ Educational Enhancement Opportunities ★★★ Business Communication

<b>INTERPERSONAL COMMUNICATIONS</b> ★ Case study response: knowledge of communication techniques ★★ Oral presentation – Impact on interpersonal communications ★★★ Oral presentation – Use of appropriate techniques	<b>LEADERSHIP</b> ★ Leadership Profile & Employability Skills Checklist ★★ Leadership competencies inventory (self) summary ★★★ Leadership reflection
<b>NUTRITION AND WELLNESS</b> ★ Nutrition and wellness research ★★ Knowledge of nutrition and wellness ★★★ Nutrition and wellness goals	<b>NATIONAL PROGRAMS IN ACTION</b> ★ Identify concerns: knowledge of the national program ★★ Act: action taken on plan ★★★ Form a plan: organization
<b>PROFESSIONAL PRESENTATION</b> ★ Creativity of visuals ★★ Use of visuals ★★★ Oral presentation – Knowledge of subject matter	<b>PARLIAMENTARY PROCEDURE</b> ★ Proper use of parliamentary law ★★ Quality of demonstration discussion ★★★ Team participation
<b>PUBLIC POLICY ADVOCATE</b> ★ Issue research ★★ Methods of action ★★★ Results of advocacy	<b>PROMOTE AND PUBLICIZE FCCLA</b> ★ Promotion plan description and goals ★★ Evidence of research ★★★ Evidence of campaign
<b>SAY YES TO FCS EDUCATION</b> ★ FCS Education Research Summary ★★ Classroom Observation Summary ★★★ FCCLA Integration Plan	<b>RED Talks on Education</b> ★ Call to Action ★★ Knowledge of Subject Matter ★★★ Introduction
<b>REPURPOSE AND REDESIGN</b> ★ Repurpose and redesign skills – Overall quality of workmanship ★★ Display ★★★ Repurpose and redesign skills – Selected skill areas (overall score)	<b>SUSTAINABILITY CHALLENGE</b> ★ Creativity and multiplication of project ★★ Knowledge of the relationship of environmental concern to participants' home, school, and/or community ★★★ Scope of educational presentations
<b>SPORTS NUTRITION</b> ★ Nutritional evaluation ★★ Sport and training summary pages ★★★ Nutrition and hydration plan	<b>TEACH OR TRAIN</b> ★ Career exploration ★★ Evidence of technology used ★★★ Lesson/workshop plan: organization
<b>TEACHING STRATEGIES</b> ★ Knowledge of Teaching Strategy ★★ Application of Teaching Strategy ★★★ Teaching Strategy Summary	

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

## BAKING AND PASTRY

### BAKING AND PASTRY

An *individual event* recognizes participants for their ability to demonstrate their baking and pastry skills through the preparation of a quick bread, choux pastry, cookie and demonstration of cake decorating skills. Participants must prepare menu items given to them at the time of the event and present prepared items to evaluators.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. 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.
3. The National Leadership Conference (NLC) competition recipes and equipment list will be posted in the FCCLA Portal. 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 cleanup. For regional/state competitions, recipes and equipment lists will be provided by the host facility and/or state association.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
		■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	Large Equipment–Yes Food–Yes	Chef’s Attire (as described)

### PRESENTATION ELEMENTS ALLOWED

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

## BAKING AND PASTRY PRELIMINARY & FINALIST COMPETITIONS

COMPETITION FORMAT	
<b>Preliminary Competition (If Required)</b>	A preliminary competition will occur if the national competition facility limits the number of possible competitors during the set time. The preliminary competition will consist of a written test taken by all national participants online or onsite at the National Leadership Conference (NLC). Facility and time limitations will determine the number of finalists proceeding to the food production portion of the competition. Unless indicated otherwise by National FCCLA, the written test will be the American Culinary Federation's Certified Fundamentals Pastry Cook written exam.
<b>Finalists Competition</b>	Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. Participants will be given the official published recipe, menu and ingredients at check-in. Only the official recipes are permitted.

## BAKING AND PASTRY COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVELS 3 & 4
<b>10 minutes</b>	Uniform and equipment inventory check.
<b>15 minutes</b>	Identical food items will be available to each participant. No other food products, garnishes or condiments may be brought to the event, unless otherwise stated. Participants will have 15 minutes to organize work area, and obtain supplies, 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.
<b>2 Hours 45 Minutes</b>	Participants will be given 2 hours and 45 minutes to prepare the required products according to recipe specifications.
<b>20 minutes</b>	Participants will have 20 minutes to clean up their workstations.
<b>Total Time: 3 Hours 30 Minutes</b>	

## BAKING AND PASTRY SPECIFICATIONS

SPECIFICATIONS	
<b>State Leadership Conference (SLC) Testing</b>	States may administer a 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.
<b>Uniform and Appearance</b>	<p>Participants will be well groomed and wear appropriate, clean attire meeting the following standards:</p> <p>Clean and appropriate uniform including <i>professional</i> chef attire (any color chef coat/jacket; industry pants or commercial uniform 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 watches, are allowed. Facial hair is permitted if the appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neckline. Minimal makeup, no cologne. Gloves are required for nail polish or artificial nails. 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 cloth tape.</p>



## BAKING AND PASTRY

### SPECIFICATIONS (CONTINUED)

<b>Safety and Sanitation</b>	Participants and their work areas are kept sanitary and organized, meeting the following standards:  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. Internal temperature of baked goods taken at center to reach required/desired food temperature.
<b>Clean-up</b>	Participants must complete clean-up within the allotted 20-minute time frame.

SPECIFICATIONS	LEVELS 3 & 4
<b>Product Production</b>	Participants will have 2 hours and 45 minutes to prepare food products. Participants must be proficient in the preparation of all required food products. Participants will demonstrate industry standards in the use of equipment, tools and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste. The participant will present all items for evaluation at the end of the 2 hours and 45-minute period. There will be no extra time allowed to complete preparation or presentation. All work must stop at the 2 hours and 45-minute time limit.
<b>Equipment, Tools and Techniques</b>	Use proper equipment, tools, products, vocabulary and techniques in the preparation of required items, including accurate measuring of ingredients and equal division of dough and batter.
<b>Mise en Place</b>	Work efficiently and display organizational skills. Mise en Place is well executed.
<b>Product Appearance</b>	Products have appropriate color and doneness, are properly shaped and have visual appeal.
<b>Product Consistency</b>	Size, shape and/or color of products meet or exceed industry expectations. Correct amount (yield) of items has been produced.
<b>Baking Principles and Techniques</b>	Follow directions of recipes in proper sequence to demonstrate correct baking principles.
<b>Product Taste and Texture</b>	Flavors and textures meet or exceed industry expectations.
<b>Cake Decorating</b>	Cake dummy is decorated according to the theme provided. Borders, decorations and cursive writing meet industry expectations.

## BAKING AND PASTRY

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

#### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Medical Release Form](#)
  - **Note:** This form is specifically required by National FCCLA. For any state-required release forms, please check with your State Adviser.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.
- Recipes and Equipment List
  - **Note:** This resource will be uploaded to the FCCLA Portal in Spring. Check with your State Adviser for what recipe will be used for your State Leadership Conference.

## BAKING AND PASTRY STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
3. 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.
4. 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.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	<b>0</b> No	<b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline		
<b>Proof of Project Summary Form Submission</b> 0 or 1 point	<b>0</b> Not presented to Room Consultant at participation time	<b>1</b> Presented to Room Consultant at participation time		
<b>Uniform &amp; Appearance</b> 0–3 points	<b>0</b> Unprofessional uniform/attire or includes uncovered graphics/logo not permitted in event	<b>1 2</b> Unprofessional appearance or attire as marked below: ___ Hair/beard restraints missing ___ Kitchen shoes not worn ___ Jewelry uncovered ___ Personal grooming does not meet guidelines	<b>3</b> Professional attire worn: ___ Hair/beard restraints ___ Kitchen shoes ___ No visible jewelry ___ Personal grooming meets guidelines	

### EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

*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 & RATING** (please initial)

**ROOM CONSULTANT TOTAL**  
(6 points possible)

**AVERAGE EVALUATOR SCORE**  
(94 points possible)

**FINAL SCORE**  
(Average Evaluator Score plus Room Consultant Score)

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

## BAKING AND PASTRY LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SAFETY & SANITATION						POINTS
<b>Safety</b> 0–5 points	<b>0</b> Station is disorganized, safety is disregarded	<b>1 2</b> 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	<b>5</b> Station is very neat and organized, all knives and small equipment are handled safely and properly		
<b>Sanitation</b> 0–5 points	<b>0</b> Disregards safety and created unsafe and unsanitary conditions	<b>1 2</b> Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	<b>3 4</b> Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	<b>5</b> Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
<b>Clean-up</b> 0–5 points	<b>0</b> Participant did not complete station clean-up with-in allotted 20 minutes	<b>5</b> Participant completed station clean-up with-in allotted 20 minutes				

PRODUCT PRODUCTION						POINTS
<b>Equipment, Tools &amp; Techniques</b> 0–2 points	<b>0</b> Selection and usage of tools/equipment; lacks understanding and demonstration of skills	<b>1 2</b> Selects and uses all tools/equipment correctly and safely following industry techniques, including accurate measuring of ingredients				
<b>Mise en Place</b> 0–2 points	<b>0</b> Mise en Place is poorly executed and displays unacceptable organizational skills	<b>1 2</b> Mise en Place is well executed and displays excellent organizational skills				

QUICK BREAD						POINTS
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under-baked or burnt	<b>1 2</b> Items are slightly too light or too dark in color. Crust appears to be too soft	<b>3 4</b> Slight color variance, good crust and shape is visually appealing	<b>5</b> Exceptional color and doneness, with proper crust and crumb, visually appealing		
<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for quick bread preparation		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Batter stood too long before baking. Coarse texture and unappealing	<b>1 2</b> Items are lacking taste, crust is soft, product is dense and heavy. Little to no crumb	<b>3 4</b> Well-balanced flavor with pleasing exterior and interior texture, with good crumb	<b>5</b> Flavor and texture meets or exceeds industry expectations		

CHOUX PASTRY						POINTS
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	<b>1 2</b> Items are a slightly too light or too dark in color. Lacks visual appeal.	<b>3 4</b> Slight color variance, shape is good and visually appealing	<b>5</b> Exceptional color and doneness, with excellent shape and is visually appealing		

## BAKING AND PASTRY LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for choux pastry		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Soggy interior	<b>1 2</b> Items are lacking taste, failed to rise and/or collapsed	<b>3 4</b> Well balanced flavor and texture	<b>5</b> Flavor and texture meet or exceeds industry expectations		

COOKIE					POINTS	
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	<b>1 2</b> Items are a slightly too light or too dark in color	<b>3 4</b> Slight color variance, good crust, shape is visually appealing, but is too mounded or flat	<b>5</b> Exceptional color and doneness, properly shaped, visually appealing		
<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for cookie preparation		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	<b>1 2</b> Items are lacking taste, cookies spread too much, are stiff or too crumbly	<b>3 4</b> Well balanced flavor with pleasing exterior and interior texture	<b>5</b> Flavor and texture meet or exceeds industry expectations		

CAKE DECORATING					POINTS	
<b>Borders &amp; Decoration</b> 0–5 points	<b>0</b> Not all required elements were attempted	<b>1 2</b> Size, shape and/or color is inconsistent	<b>3 4</b> Demonstration of skill meets acceptable industry expectations	<b>5</b> Demonstration of skill meets or exceeds industry expectations		
<b>Writing</b> 0–5 points	<b>0</b> Did not attempt	<b>1 2</b> Size, shape and/or placement of writing does not meet acceptable industry expectations. Cursive writing was not used	<b>3 4</b> Demonstration of skill meets acceptable industry expectations, including writing in cursive	<b>5</b> Demonstration of skill meets or exceeds industry expectations, including writing in cursive		
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product assembled with incorrect techniques; does not meet retail expectation	<b>3 4</b> Product is assembled correctly but some incorrect techniques used; generally, meets retail expectation	<b>5</b> Product is assembled correctly and meets industry and retail expectation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(94 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	



## BAKING AND PASTRY

### STAR EVENTS POINT SUMMARY FORM

*For use with 3 production and 2 tasting evaluators*

Participant Name: \_\_\_\_\_  
 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 student does not show, write "No Show" across the top and return with other forms. Do NOT change student or station numbers.
2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
3. 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.
4. At the end of competition, double-check all scores, names and student numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	0 No		1 Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline		1 Online Orientation Form completed in the Student Portal by deadline	
<b>Proof of Project Summary Form Submission</b> 0 or 1 point	0 Not presented to Room Consultant at participation time		1 Presented to Room Consultant at participation time	
<b>Uniform &amp; Appearance</b> 0–3 points	0 Unprofessional uniform/attire or includes uncovered graphics/logo not permitted in event	1 2 Unprofessional appearance or attire as marked below: <input type="checkbox"/> Hair/beard restraints missing <input type="checkbox"/> Kitchen shoes not worn <input type="checkbox"/> Jewelry uncovered <input type="checkbox"/> Personal grooming does not meet guidelines	3 Professional attire worn: <input type="checkbox"/> Hair/beard restraints <input type="checkbox"/> Kitchen shoes <input type="checkbox"/> No visible jewelry <input type="checkbox"/> Personal grooming meets guidelines	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE PRODUCTION SCORE</b>				<b>ROOM CONSULTANT TOTAL</b> (6 points possible) <b>AVERAGE PRODUCTION SCORE</b> (39 points possible) <b>AVERAGE TASTING SCORE</b> (55 points possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Total)
<b>PRESENTATION &amp; TASTING SCORES</b> Evaluator 4: _____ Initials: _____ Evaluator 5: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE PLATING SCORE</b>				

Scores 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 & RATING** (please initial)

Evaluator 1: \_\_\_\_\_ Evaluator 2: \_\_\_\_\_ Evaluator 3: \_\_\_\_\_ Evaluator 4: \_\_\_\_\_ Evaluator 5: \_\_\_\_\_ ARC: \_\_\_\_\_ ELC: \_\_\_\_\_

## BAKING AND PASTRY

### LEVELS 3 & 4 PRODUCTION RUBRIC

*For use with 3 production and 2 tasting evaluators*

Participant Name: \_\_\_\_\_

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

SAFETY & SANITATION						POINTS
<b>Safety</b> 0–5 points	<b>0</b> Station is disorganized, safety is disregarded	<b>1 2</b> 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	<b>5</b> Station is very neat and organized, all knives and small equipment are handled safely and properly		
<b>Sanitation</b> 0–5 points	<b>0</b> Disregards safety and created unsafe and unsanitary conditions	<b>1 2</b> Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	<b>3 4</b> Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	<b>5</b> Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
<b>Clean-up</b> 0–5 points	<b>0</b> Participants did not complete station clean-up with-in allotted 20 minutes	<b>5</b> Participants complete station clean-up with-in allotted 20 minutes				

PRODUCT PRODUCTION						POINTS
<b>Equipment, Tools &amp; Techniques</b> 0–2 points	<b>0</b> Selection and usage of tools/equipment; lacks understanding and demonstration of skills	<b>1 2</b> Selects and uses all tools/equipment correctly and safely following industry techniques, including accurate measuring of ingredients				
<b>Mise en Place</b> 0–2 points	<b>0</b> Mise en Place is poorly executed and displays unacceptable organizational skills	<b>1 2</b> Mise en Place is well executed and displays excellent organizational skills				

QUICK BREAD						POINTS
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for quick bread preparation		

CHOUX PASTRY						POINTS
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for choux pastry		

COOKIE						POINTS
<b>Principles &amp; Techniques</b> 0–5 points	<b>0</b> Incorrect technique used throughout preparation	<b>1 2</b> Product over or under-mixed, incorrect proportions of ingredients	<b>3 4</b> Product overmixed, tough or with tunnels	<b>5</b> Correct techniques meeting industry standards for cookie preparation		

## BAKING AND PASTRY

### LEVELS 3 & 4 PRODUCTION RUBRIC

*For use with 3 production and 2 tasting evaluators*

CAKE DECORATING						POINTS
Principles & Techniques 0–5 points	0	1 2	3 4	5		
	Incorrect technique used throughout preparation	Product assembled with incorrect techniques; does not meet retail expectation	Product is assembled correctly but some incorrect techniques used; generally, meets retail expectation	Product is assembled correctly and meets industry and retail expectation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					TOTAL (39 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____ RC Initials: _____	

## BAKING AND PASTRY

### LEVELS 3 & 4 PRESENTATION AND TASTING RUBRIC

*For use with 3 production and 2 tasting evaluators*

QUICK BREAD						POINTS
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under-baked or burnt	<b>1 2</b> Items are slightly too light or too dark in color. Crust appears to be too soft	<b>3 4</b> Slight color variance, good crust and shape is visually appealing	<b>5</b> Exceptional color and doneness, with proper crust and crumb, visually appealing		
<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Batter stood too long before baking. Coarse texture and unappealing	<b>1 2</b> Items are lacking taste, crust is soft, product is dense and heavy. Little to no crumb	<b>3 4</b> Well-balanced flavor with pleasing exterior and interior texture, with good crumb	<b>5</b> Flavor and texture meets or exceeds industry expectations		

CHOUX PASTRY						POINTS
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	<b>1 2</b> Items are a slightly too light or too dark in color. Lacks visual appeal.	<b>3 4</b> Slight color variance, shape is good and visually appealing	<b>5</b> Exceptional color and doneness, with excellent shape and is visually appealing		
<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Soggy interior	<b>1 2</b> Items are lacking taste, failed to rise and/or collapsed	<b>3 4</b> Well balanced flavor and texture	<b>5</b> Flavor and texture meet or exceeds industry expectations		

COOKIE						POINTS
<b>Appearance</b> 0–5 points	<b>0</b> Items are visually unappealing. Appear to be either under baked or burnt	<b>1 2</b> Items are a slightly too light or too dark in color	<b>3 4</b> Slight color variance, good crust, shape is visually appealing, but is too mounded or flat	<b>5</b> Exceptional color and doneness, properly shaped, visually appealing		
<b>Consistency</b> 0–5 points	<b>0</b> Size, shape and/or color is inconsistent. Incorrect yield	<b>1 2</b> Size, shape and/or color is inconsistent. Correct yield	<b>3 4</b> Size, shape and/or color is consistent. Correct yield	<b>5</b> Size, shape and/or color is exceptional and meets or exceeds industry expectations. Correct yield		
<b>Taste &amp; Texture</b> 0–5 points	<b>0</b> Taste is bland, flavorless or bitter. Crumble, dry, coarse or wet interior texture	<b>1 2</b> Items are lacking taste, cookies spread too much, are stiff or too crumbly	<b>3 4</b> Well balanced flavor with pleasing exterior and interior texture	<b>5</b> Flavor and texture meet or exceeds industry expectations		

CAKE DECORATING						POINTS
<b>Borders &amp; Decoration</b> 0–5 points	<b>0</b> Not all required elements were attempted	<b>1 2</b> Size, shape and/or color is inconsistent	<b>3 4</b> Demonstration of skill meets acceptable industry expectations	<b>5</b> Demonstration of skill meets or exceeds industry expectations		



## LEVELS 3 & 4 PRESENTATION AND TASTING RUBRIC

*For use with 3 production and 2 tasting evaluators*

<b>Writing</b> 0–5 points	<b>0</b> Did not attempt	<b>1 2</b> Size, shape and/or placement of writing does not meet acceptable industry expectations. Cursive writing was not used	<b>3 4</b> Demonstration of skill meets acceptable industry expectations, including writing in cursive	<b>5</b> Demonstration of skill meets or exceeds industry expectations, including writing in cursive		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (55 Points Possible)	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## CAREER INVESTIGATION

### CAREER INVESTIGATION

An *individual event* recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals and create a plan for achieving them. Participants must prepare a *portfolio* and an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

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

## CAREER INVESTIGATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio (hardcopy or electronic)</i> to the event room consultant at the designated participation time.			
10 minutes	The participant will have 5 minutes to set up any additional items for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio (hardcopy or electronic)</i> during participant set-up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1 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.		
Total Time: 30 Minutes			

## CAREER INVESTIGATION SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 47 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level and career investigated. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–7 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 7 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		



## CAREER INVESTIGATION SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 36 8 ½" x 11" pages or 47 slides	Self-Assessment	Document evidence of self-assessment. Examples include but not limited to examining personal interests and skills.	Document evidence of self-assessment. Examples include but are not limited to examining personal interests and skills, aptitudes and personality traits.	Document evidence of self-assessment. Examples include but are not limited to examining personal interests and skills, aptitudes, personality traits, values and learning styles. Describe the role of self-assessment in the selection of the specific career.
	Evidence of Career Research	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position opportunities; job outlook; and salary.	Provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; job outlook; and salary.	Provide detailed research including job description, duties and responsibilities; occupational safety/health considerations; qualifications; entry-level position and advancement opportunities; job outlook; and salary.
	Experiences with Business, Industry, Agencies and Organizations	Document research <b>OR</b> experience of a specific business, industry, agency organization. Examples of documentation may include but are not limited to written summaries of informational interviews; written narrative of job shadowing or cooperative work experiences; and photographs.	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 Work-Based learning experiences; and photographs.	
	Samples of Related School Work	Include two examples or samples (essays, assignments or other coursework) relating to skills needed in selected career.		
	Career Planning	State career goals and achievement plan. Include plans for high school, further education and training and extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.		
	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	The <i>portfolio</i> must be organized, neat, legible, <i>professional</i> and use correct grammar and spelling.		

## CAREER INVESTIGATION SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
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 participant will use the <i>portfolio</i> during the oral presentation. No other <i>visuals</i> or <i>audiovisual equipment</i> will be permitted.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
Knowledge of Selected Career	Provide current data and show evidence for knowledge of selected career.		
Relationship of Family and Consumer Sciences Coursework/Standards/National Programs	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 FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected career. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to describe all phases of the project.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.		
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.		

## CAREER INVESTIGATION

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## CAREER INVESTIGATION

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  <div> <div>0</div> <div>No</div> </div> <div> <div>1</div> <div>Yes</div> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	<div>0</div> Online Orientation Form not completed in the Student Portal by the deadline	<div>1</div> Online Orientation Form completed in the Student Portal by the deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<div>0</div> Binder is not the official FCCLA binder  <div>0</div> Electronic Portfolio not in viewable format to the evaluators	<div>1</div> Binder is the official FCCLA binder  <div>1</div> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<div>0</div> The portfolio exceeds the page limit	<div>1</div> <b>At least 2 errors</b> <div>2</div> <b>1 error</b> <div>3</div> <b>no errors</b> The portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 7 Content Divider Pages or slides</li> <li>• Up to 36 content pages or 47 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<div>0</div> Participant was late for presentation	<div>1</div> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<div>0</div> Event dress code was not followed	<div>1</div> Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____  Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			<b>ROOM CONSULTANT TOTAL</b> (8 points possible)  <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)  <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

**RATING ACHIEVED** (circle one)

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

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

## CAREER INVESTIGATION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process</b> Summary Page 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Self-assessment documentation not included	<b>1 2 3</b> Incomplete evidence of self-assessment documentation	<b>4 5 6</b> Some evidence of self-assessment documentation	<b>7 8</b> Self-assessment documentation examines personal interests and skills	<b>9 10</b> Self-assessment documentation extensively examines personal interests and skills	
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> No evidence of career research	<b>1 2 3</b> Research evidence is incomplete and excludes most required components	<b>4 5 6</b> Research evidence is appropriate, but excludes most required components	<b>7 8</b> Research evidence is current and appropriate for topic. Includes most required components	<b>9 10</b> Research evidence is current, detailed and appropriate for topic. Includes all required components	
<b>Experiences with Business, Industry, Agencies and Organizations</b> 0–5 points	<b>0</b> No evidence of experiences or research provided	<b>1 2</b> No variety of experiences or research documented	<b>3</b> Limited variety of experiences or research documented	<b>4</b> Variety of experiences or research is documented and of value to the career choice selected	<b>5</b> Variety of experiences or research is extensively documented. Clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1 2 3</b> Only 1 sample/example provided	<b>4 5 6</b> 2 samples/examples provided and related to career field	<b>7 8</b> 2 samples/examples provided, detailed and relate to career field	<b>9 10</b> 2 samples/examples provided, detailed thoroughly and clearly relate to career field	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal or achievement plan stated	<b>1 2</b> Career goals and achievement plan are either missing or included with limited detail	<b>3</b> Career goals and achievement plan included	<b>4</b> Career goals stated and achievement plan detailed	<b>5</b> Career goals clearly stated, explanation of achievement plan is thorough	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation guide)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little evidence of career knowledge	<b>1 2</b> Minimal evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	

## CAREER INVESTIGATION LEVEL 1 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	<b>0</b> No evidence of relationship between FCS coursework and career	<b>1 2</b> Minimal evidence of relationship between FCS coursework and career	<b>3</b> Relationship between FCS coursework and career is evident but not shared	<b>4</b> Relationship between FCS coursework and career is evident and shared at times	<b>5</b> Relationship between FCS coursework and career is evident and explained well	
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–Pitch, Tempo, Volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	

## CAREER INVESTIGATION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Self-assessment documentation not included	<b>1 2 3</b> Incomplete evidence of self-assessment documentation	<b>4 5 6</b> Some evidence of self-assessment documentation	<b>7 8</b> Self-assessment documentation examines personal interest, skills, aptitudes and personality traits	<b>9 10</b> Self-assessment documentation extensively examines personal interest, skills, aptitudes and personality traits	
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> No evidence of career research	<b>1 2 3</b> Research evidence is incomplete and excludes most required components	<b>4 5 6</b> Research evidence is appropriate, but excludes most required components	<b>7 8</b> Research evidence is current and appropriate for topic. Includes most required components	<b>9 10</b> Research evidence is current, detailed and appropriate for topic. Includes all required components	
<b>Experiences with Business, Industry, Agencies and Organizations</b> 0–5 points	<b>0</b> No evidence of experiences or research provided	<b>1 2</b> No variety of experiences or research documented	<b>3</b> Limited variety of experiences or research documented	<b>4</b> Variety of experiences or research is documented and of value to the career choice selected	<b>5</b> Variety of experiences or research is extensively documented. Clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1 2 3</b> Only 1 sample/example provided	<b>4 5 6</b> 2 samples/examples provided and related to career field	<b>7 8</b> 2 samples/examples provided, detailed and relate to career field	<b>9 10</b> 2 samples/examples provided, detailed thoroughly and clearly relate to selected career field	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal or achievement plan stated	<b>1 2</b> Career goals and achievement plan are either missing or included with limited detail	<b>3</b> Career goals and achievement plan included	<b>4</b> Career goals stated and achievement plan detailed	<b>5</b> Career goals clearly stated, explanation of achievement plan is thorough	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation guide)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little evidence of career knowledge	<b>1 2</b> Minimal evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	



## CAREER INVESTIGATION LEVEL 2 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	<b>0</b> No evidence of relationship between FCS coursework and career. National program not identified	<b>1 2</b> Minimal evidence of relationship between FCS coursework and career. National Program not identified	<b>3</b> Relationship between FCS coursework and career is evident but not shared. National Program not identified	<b>4</b> Relationship between FCS coursework and career is evident and shared at times. National Program identified	<b>5</b> Relationship between FCS coursework and career is evident, National Program identified and both explained well	
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–Pitch, Tempo, Volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## CAREER INVESTIGATION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process</b> Summary Page 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Self-Assessment</b> 0–10 points	<b>0</b> Self-assessment documentation not included	<b>1 2 3</b> Incomplete evidence of self-assessment documentation. No description of self-assessment role in career choice	<b>4 5 6</b> Some evidence of self-assessment documentation. Little description of self-assessment role in career choice	<b>7 8</b> Self-assessment documentation examines personal interest, skills, aptitudes and personality traits. Describes role of self-assessment in career choice	<b>9 10</b> Self-assessment documentation extensively examines personal interest, skills, aptitudes and personality traits. Clearly describes role of self-assessment in career choice	
<b>Evidence of Career Research</b> 0–10 points	<b>0</b> No evidence of career research	<b>1 2 3</b> Research evidence is incomplete and excludes most required components	<b>4 5 6</b> Research evidence is appropriate, but excludes most required components	<b>7 8</b> Research evidence is current and appropriate for topic. Includes most required components	<b>9 10</b> Research evidence is current, detailed and appropriate for topic. Includes all required components	
<b>Experiences with Business, Industry, Agencies and Organizations</b> 0–5 points	<b>0</b> No evidence of experiences or research provided	<b>1 2</b> No variety of experiences or research documented	<b>3</b> Limited variety of experiences or research documented	<b>4</b> Variety of experiences or research is documented and of value to the career choice selected	<b>5</b> Variety of experiences or research is extensively documented. Clear and easy to understand	
<b>Samples of Related School Work</b> 0–10 points	<b>0</b> No samples provided	<b>1 2 3</b> Only 1 sample/example provided	<b>4 5 6</b> 2 samples/examples provided and related to career field	<b>7 8</b> 2 samples/examples provided, detailed and relate to career field	<b>9 10</b> 2 samples/examples provided, detailed thoroughly and clearly relate to selected career field	
<b>Career Planning</b> 0–5 points	<b>0</b> No career goal or achievement plan stated	<b>1 2</b> Career goals and achievement plan are either missing or included with limited detail	<b>3</b> Career goals and achievement plan included	<b>4</b> Career goals stated and achievement plan detailed	<b>5</b> Career goals clearly stated, explanation of achievement plan is thorough	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation guide)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0–5 points	<b>0</b> Little evidence of career knowledge	<b>1 2</b> Minimal evidence of career knowledge	<b>3</b> Knowledge of career is evident but not effectively used in presentation	<b>4</b> Knowledge of career is evident and shared at times in the presentation	<b>5</b> Knowledge of career is evident and incorporated throughout the presentation	

## CAREER INVESTIGATION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–5 points	<b>0</b> No evidence of relationship between FCS coursework, career and standards. National Program and career pathway not identified	<b>1 2</b> Minimal evidence of relationship between FCS coursework, career and standards. National Program and career pathway not identified	<b>3</b> Relationship between FCS coursework, career and standards are evident but not shared. National Program and career pathway not identified	<b>4</b> Relationship between FCS coursework, career and standards are evident and shared at times. National Program and career pathway identified	<b>5</b> Relationship between FCS coursework, career and standards are evident. National Program and career pathway identified. All components explained well	
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–Pitch, Tempo, Volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## CHAPTER IN REVIEW DISPLAY

### CHAPTER IN REVIEW DISPLAY

An individual or *team event* recognizes chapters that develop and implement a well-balanced *Program of Work (POW)* and promote FCCLA and Family and Consumer Sciences to the *community*. Participants must prepare a *display* and an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentations 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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Display and Oral Presentation</i>	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## CHAPTER IN REVIEW DISPLAY COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
5 minutes	Participants will have 5 minutes to set up a <i>display</i> at the designated participation time. Other persons may not assist.		
5 minutes	Evaluators will have 5 minutes to review the <i>display</i> .		
15 minutes	The oral presentation may be up to 15 minutes in length. A 1–minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio/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.		
Total Time: 35 Minutes			

## CHAPTER IN REVIEW DISPLAY SPECIFICATIONS

PRESENTATION FORMAT			
<b>Display</b>	The <i>display</i> may be either freestanding or tabletop, using <i>clearly defined presentation surfaces</i> . Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i> . Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i> . Information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, <i>flip charts</i> , <i>portfolios</i> and <i>photo albums</i> are not allowed. Displays may not have items on the back of the board.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<b>FCCLA Planning Process Summary Page</b>	1-8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the chapter's <i>Program of Work (POW)</i> ; use of the <i>Planning Process</i> may also be described in the oral presentation.		
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		
<b>Membership Campaigns</b>	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules. Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 4 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules, seasonal themes and FCS program opportunities (e.g., career pathways). Include <i>campaign</i> planning information and final results.

## CHAPTER IN REVIEW DISPLAY

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Meetings</b>	Provide evidence of regularly scheduled chapter meetings, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts and methods of distributing information to members unable to attend. Include attendance data. Describe attendance, promotion and participation in either district/regional, state or national meetings.
<b>Recognition Activities</b>	Conduct and participate in chapter ceremonies. Document chapter and school recognition practices for awards and accomplishments of the chapter and/or individual members.	Conduct and participate in chapter ceremonies. Document chapter, school and <i>community</i> recognition practices for awards and accomplishments of the chapter and/or individual members. Include in-person and online recognition.	Conduct and participate in chapter ceremonies. Document chapter, school and <i>community</i> recognition practices for awards and accomplishments of the chapter and/or individual members. Include in-person and online recognition. Describe how recognition is shared outside of the school and to the larger <i>community</i> .
<b>Leadership, Competitive, Cooperative and Individualized Projects/Activities</b>	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities.	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities. Explain the process of selecting activities and how those activities support the chapter's <i>Program of Work (POW)</i> .	
<b>Service Activities</b>	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact.	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> .	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> and include collaboration efforts with school and/or <i>community</i> organizations.
<b>Chapter Resource</b>	Maintain chapter finances through a system of seeking <i>resources</i> , fundraisers or donations.		
<b>Chapter Budget</b>	Document the flow of money in and out of the chapter budget for the current year. Budget template available in the FCCLA Adviser Portal and Student Portal.		

## CHAPTER IN REVIEW DISPLAY

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
State Initiatives & <i>National Programs</i>	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 1 state and/or <i>National Program</i> .	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 3 state and/or <i>National Programs</i> .	
Public Relations Efforts	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> .	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> . Provide effectiveness of results, reach data and feedback received.	
Display Appearance	Display must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

PRESENTATION FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to 15 minutes in length and is delivered to evaluators. The presentation must describe the chapter's year-long <i>Program of Work (POW)</i> and how it was implemented. Participants presenting a <i>display</i> may use audio/visual recordings, but they are limited to a 3-minute playing time. Participants may not carry in additional <i>visuals</i> or <i>props</i> for the oral presentation. The <i>display</i> may be used as a visual during the oral presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize <i>Program of Work (POW)</i> .		
<b>Program of Work (POW)</b>	Describe how the chapter's <i>Program of Work (POW)</i> reflects the purposes of FCCLA, promotes Family and Consumer Sciences and encourages members to develop leadership, management, communication and personal skills through planning, conducting and evaluating chapter activities.		
<b>Use of Display</b>	Use the <i>display</i> to support, illustrate and complement the project description during the presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or notecards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		



## CHAPTER IN REVIEW DISPLAY

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Chapter Budget Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## CHAPTER IN REVIEW DISPLAY STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only) <b>0</b> No <b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by the deadline	<b>1</b> Online Orientation Form completed in the Student Portal by the deadline	
<b>Display Set-Up</b> 0 or 1 point	<b>0</b> Participants did not set up their display within allotted time period	<b>1</b> Participants set up display during allotted time period	
<b>Display Dimensions</b> 0 or 1 point	<b>0</b> Display does not fit with the appropriate dimensions/objects not returned within display after presentation	<b>1</b> Display fits with the appropriate dimensions/objects returned within display after presentation	
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project ID page is missing or incomplete	<b>1</b> Project ID page is present and completed correctly	
<b>Project Summary Form Submission Proof</b> 0 or 1 point	<b>0</b> Project Summary Form Submission missing	<b>1</b> Project Summary Form Submission present	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b>			
Evaluator 1: _____	Initials: _____	<b>ROOM CONSULTANT TOTAL</b> (8 points possible) <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	
Evaluator 2: _____	Initials: _____		
Evaluator 3: _____	Initials: _____		
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		
<b>RATING ACHIEVED</b> (circle one) <b>Gold:</b> 90–100 <b>Silver:</b> 70–89.99 <b>Bronze:</b> 1–69.99 <b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)			

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

## CHAPTER IN REVIEW DISPLAY LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Only 1 campaign present	<b>2 3</b> At least 3 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 3 creative and innovative, well-planned campaigns. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data. Incomplete descriptions of attendance and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data. Descriptions of attendance and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data. Detailed descriptions of attendance and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter and school recognition practices for chapter and/or individual members provided	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter and school recognition practices for chapter and/or individual members provided	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter and school recognition practices for chapter and/or individual members provided		
<b>Leadership, Competitive, Cooperative, &amp; Individualized Projects and Activities</b> 0–10 points	<b>0</b> No evidence	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified	<b>8 9 10</b> Multiple opportunities documented for chapter member participation in each of the 4 areas identified	
<b>Service Activities</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter members do not plan service activities	<b>2 3</b> Members plan service activities, but the project impact is not clear or evident	<b>4</b> Service activities are planned by members, benefit school/community and have a positive impact	<b>5</b> Service activities are well planned and implemented by members, benefit school/community and have a positive impact	
<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	

## CHAPTER IN REVIEW DISPLAY LEVEL 1 RUBRIC (CONTINUED)

<b>State Initiatives &amp; National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how state and National Programs are introduced. No evidence of promotion, participation or completion	<b>2 3</b> Evidence of how state and National Programs are introduced and promoted to members. Limited documentation of participation in at least 1 program	<b>4</b> Description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 1 program	<b>5</b> Extensive description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 1 program	
<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Only 1 campaign present	<b>2 3</b> At least 3 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 3 creative and innovative, well-planned campaigns. Campaign planning information and results are well documented		
<b>Display Appearance</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2 3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> No evidence	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## CHAPTER IN REVIEW DISPLAY

### LEVEL 1 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## CHAPTER IN REVIEW DISPLAY LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Less than 3 campaigns present	<b>2 3</b> At least 3 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 3 creative and innovative, well-planned campaigns that clearly align with the school academic calendar. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data and promotional efforts. Incomplete descriptions of attendance and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data and promotional efforts. Descriptions of attendance and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data and promotional efforts. Detailed descriptions of attendance and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Does not include in-person and online recognition	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition		
<b>Leadership, Competitive, Cooperative, &amp; Individualized Projects and Activities</b> 0–10 points	<b>0</b> No evidence	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified. Limited explanation of activity selection process and how activities support chapter's POW	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified. Explanation of activity selection process and how activities support chapter's POW	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	<b>8 9 10</b> Multiple opportunities extensively documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	
<b>Service Activities</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter members do not plan service activities. Does not align with FCS program content	<b>2 3</b> Members plan service activities, but the project impact is not clear or evident. Vaguely aligns with FCS program content	<b>4</b> Service activities are planned by members, benefit school/community, have a positive impact and align with FCS program content	<b>5</b> Service activities are well planned and implemented by members, benefit school/community, have a positive impact and clearly align with FCS program content	

## CHAPTER IN REVIEW DISPLAY LEVEL 2 RUBRIC (CONTINUED)

<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	
<b>State Initiatives &amp; National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how state and National Programs are introduced. Less than 1 or no evidence of promotion, participation or completion	<b>2 3</b> Evidence of how state and National Programs are introduced and promoted to members. Limited documentation of participation in at least 3 programs	<b>4</b> Description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	<b>5</b> Extensive description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	
<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Less than 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Limited results on effectiveness, reach and feedback	<b>2 3</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Includes results on effectiveness, reach and feedback	<b>4 5</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school and community. Includes detailed results on effectiveness, reach and feedback		
<b>Display Appearance</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2 3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> No evidence	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			





## CHAPTER IN REVIEW DISPLAY

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## CHAPTER IN REVIEW DISPLAY

### LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Less than 4 campaigns present	<b>2 3</b> At least 4 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 4 creative and innovative, well-planned campaigns that clearly align with the school academic calendar highlighting seasonal themes and FCS programing opportunities. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data, promotional efforts and methods of post-meeting information distribution. Incomplete descriptions of attendance, promotion and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data, promotional efforts and methods of post-meeting information distribution. Descriptions of attendance, promotion and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data, promotional efforts and methods of post-meeting information distribution. Detailed descriptions of attendance, promotion and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Does not include in-person and online recognition or description of how recognition is promoted to community	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition and description of how recognition is promoted to community	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition and description of how recognition is promoted to community		
<b>Leadership, Competitive, Cooperative, &amp; Individualized Projects and Activities</b> 0–10 points	<b>0</b> No evidence	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified. Limited explanation of activity selection process and how activities support chapter's POW	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified. Explanation of activity selection process and how activities support chapter's POW	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	<b>8 9 10</b> Multiple opportunities extensively documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	

## CHAPTER IN REVIEW DISPLAY LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Service Activities</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter members do not plan service activities. Does not align with FCS program content. No evidence of school and/or community collaboration	<b>2 3</b> Service activities are planned by members, but project impact is vague. Aligns with FCS program content. Limited evidence of school and/or community collaboration	<b>4</b> Service activities are planned by members, benefit school/community, have a positive impact and align with FCS program content. Detailed evidence of school and/or community collaboration	<b>5</b> Service activities are well planned and implemented by members, benefit school/community, have a positive impact and clearly align with FCS program content. Detailed evidence of school and/or community collaboration	
<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	
<b>State Initiatives &amp; National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how state and National Programs are introduced. Less than 2 or no evidence of promotion, participation or completion	<b>2 3</b> Evidence of how state and National Programs are introduced and promoted to members. Limited documentation of participation in at least 3 programs	<b>4</b> Description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	<b>5</b> Extensive description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	
<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Less than 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Limited results on effectiveness, reach and feedback	<b>2 3</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Includes results on effectiveness, reach and feedback	<b>4 5</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school and community. Includes detailed results on effectiveness, reach and feedback		
<b>Display Appearance</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2 3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> No evidence	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	

## CHAPTER IN REVIEW DISPLAY

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b>	
	<b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## CHAPTER IN REVIEW PORTFOLIO

### CHAPTER IN REVIEW PORTFOLIO

An individual or *team event* recognizes chapters that develop and implement a well-balanced *Program of Work (POW)* and promote FCCLA and Family and Consumer Sciences to the *community*. Participants must prepare a *portfolio* and an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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 IN REVIEW PORTFOLIO COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.		
15 minutes	The oral presentation may be up to 15 minutes in length. A 1–minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio/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.		
Total Time: 35 Minutes			

## CHAPTER IN REVIEW PORTFOLIO SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the chapter's <i>Program of Work (POW)</i> . Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 59 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–9 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 9 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		

## CHAPTER IN REVIEW PORTFOLIO

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	<b>Membership Campaigns</b>	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 3 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules. Include <i>campaign</i> planning information and final results.	Actively recruit new members and maintain current members through at least 4 creative and innovative <i>campaigns</i> . Design <i>campaigns</i> to meet school academic calendar points such as semester or class rotation schedules, seasonal themes and FCS program opportunities (e.g., career pathways). Include <i>campaign</i> planning information and final results.
	<b>Meetings</b>	Provide evidence of regularly scheduled chapter meetings, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts, including attendance data. Describe attendance and participation in either district/regional, state or national meetings.	Provide evidence of regularly scheduled chapter meetings and promotional efforts and methods of distributing information to members unable to attend. Include attendance data. Describe attendance, promotion and participation in either district/regional, state or national meetings.
	<b>Recognition Activities</b>	Conduct and participate in chapter ceremonies. Document chapter and school recognition practices for awards and accomplishments of the chapter and/or individual members.	Conduct and participate in chapter ceremonies. Document chapter, school and <i>community</i> recognition practices for awards and accomplishments of the chapter and/or individual members. Include in-person and online recognition.	Conduct and participate in chapter ceremonies. Document chapter, school and <i>community</i> recognition practices for awards and accomplishments of the chapter and/or individual members. Include in-person and online recognition. Describe how recognition is shared outside of the school and to the larger <i>community</i> .
	<b>Leadership, Competitive, Cooperative and Individualized Projects/Activities</b>	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities.	Document opportunities for participation provided to chapter members in leadership activities, competitive events, cooperative projects and individualized activities. Explain the process of selecting activities and how those activities support the chapter's <i>Program of Work (POW)</i> .	



## CHAPTER IN REVIEW PORTFOLIO

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides (continued)	Service Activities	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact.	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> .	Members plan and conduct service activities benefiting the school and/or <i>community</i> . Describe positive impact. Explain how these activities align with the FCS program <i>content</i> and include collaboration efforts with school and/or <i>community</i> organizations.
	Chapter Resource Development	Maintain chapter finances through a system of seeking <i>resources</i> , fundraisers or donations.		
	Chapter Budget	Document the flow of money in and out of the chapter budget for the current year. Budget template available in the FCCLA Adviser Portal and Student Portal.		
	State and <i>National Programs</i>	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 1 state and/or <i>National Programs</i> .	Describe methods to introduce and promote state and <i>National Programs</i> to chapter members. Document participation in at least 3 state and/or <i>National Programs</i> .	
	Public Relations Efforts	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> .	Document at least 3 methods to promote the Family and Consumer Sciences program and the FCCLA chapter to the school and <i>community</i> . Provide effectiveness of results, reach data and feedback received.	
	Portfolio Appearance	The <i>portfolio</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

## CHAPTER IN REVIEW PORTFOLIO

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Oral Presentation	The oral presentation may be up to 15 minutes in length and is delivered to evaluators. The presentation must describe the chapter's year-long <i>Program of Work (POW)</i> and how it was implemented. Participants may not carry in additional <i>visuals</i> or <i>props</i> for the oral presentation. Participants may use audio/visual recordings, but they are limited to a 3-minute playing time.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize <i>Program of Work (POW)</i> .		
<i>Program of Work (POW)</i>	Describe how the chapter's <i>Program of Work (POW)</i> reflects the purposes of FCCLA, promotes Family and Consumer Sciences and encourages members to develop leadership, management, communication and personal skills through planning, conducting and evaluating chapter activities.		
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to support, illustrate and complement the project description during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of the <i>portfolio</i> and notes or notecards if used.		
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.		

## CHAPTER IN REVIEW PORTFOLIO

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Chapter Budget Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## CHAPTER IN REVIEW PORTFOLIO

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  <div style="display: flex; justify-content: space-around;"> <span><b>0</b> No</span> <span><b>1</b> Yes</span> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by the deadline	<b>1</b> Online Orientation Form completed in the Student Portal by the deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder  <b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Binder is the official FCCLA binder  <b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> The portfolio exceeds the page limit	<div style="display: flex; justify-content: space-around;"> <span><b>1</b> At least 2 errors</span> <span><b>2</b> 1 error</span> <span><b>3</b> no errors</span> </div> The portfolio is completed correctly and does not exceed 48 single-sided pages or 59 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 9 Content Divider Pages or slides</li> <li>• Up to 35 content pages or 45 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____  Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			<b>ROOM CONSULTANT TOTAL</b> (8 points possible)  <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)  <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## CHAPTER IN REVIEW PORTFOLIO LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence of campaign planning and/or results	<b>1</b> Only 1 campaign present	<b>2 3</b> At least 3 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 3 creative and innovative, well-planned campaigns. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data. Incomplete descriptions of attendance and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data. Descriptions of attendance and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data. Detailed descriptions of attendance and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter and school recognition practices for chapter and/or individual members provided	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter and school recognition practices for chapter and/or individual members provided	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter and school recognition practices for chapter and/or individual members provided		
<b>Leadership, Competitive, Cooperative and Individualized Projects and Activities</b> 0–10 points	<b>0</b> No activities documented	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified	<b>8 9 10</b> Multiple opportunities documented for chapter member participation in each of the 4 areas identified	
<b>Service Activities</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Service activities are not planned by chapter members	<b>2 3</b> Service activities are planned by members, but the project impact is not clear or evident	<b>4</b> Service activities are planned by members, benefit school/community and have a positive impact	<b>5</b> Service activities are well planned and implemented by members, benefit school/community and have a positive impact	
<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	
<b>State and National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how state and National Programs are introduced. No evidence of promotion, participation or completion	<b>2 3</b> Evidence of how state and National Programs are introduced and promoted to members. Limited documentation of participation in at least 1 program	<b>4</b> Description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 1 program	<b>5</b> Extensive description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 1 program	

## CHAPTER IN REVIEW PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> At least 1 method documented promoting the FCS program and the FCCLA chapter to the school or community	<b>2 3</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community	<b>4 5</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school and community		
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2 3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> No evidence	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## CHAPTER IN REVIEW PORTFOLIO LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence of campaign planning and/or results	<b>1</b> Less than 3 campaigns present	<b>2 3</b> At least 3 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 3 creative and innovative, well-planned campaigns that clearly align with the school academic calendar. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data and promotional efforts. Incomplete descriptions of attendance and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data and promotional efforts. Descriptions of attendance and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data and promotional efforts. Detailed descriptions of attendance and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Does not include in-person and online recognition	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition		
<b>Leadership, Competitive, Cooperative and Individualized Projects and Activities</b> 0–10 points	<b>0</b> No activities documented	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified. Limited explanation of activity selection process and how activities support chapter's POW	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified. Explanation of activity selection process and how activities support chapter's POW	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	<b>8 9 10</b> Multiple opportunities extensively documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	
<b>Service Activities</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Service activities are not planned by chapter members. Does not align with FCS program content	<b>2 3</b> Service activities are planned by members but project impact is not clear or evident. Vaguely aligns with FCS program content	<b>4</b> Service activities are planned by members, benefit school/community, have a positive impact and align with FCS program content	<b>5</b> Service activities are well planned and implemented by members, benefit school/community, have a positive impact and clearly align with FCS program content	
<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	

## CHAPTER IN REVIEW PORTFOLIO LEVEL 2 RUBRIC (CONTINUED)

<b>State and National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how State and National Programs are introduced. No evidence of promotion, participation or completion	<b>2 3</b> Evidence of how State and National Programs are introduced and promoted to members. Limited documentation of participation in at least 1 program	<b>4</b> Description of how State and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	<b>5</b> Extensive description of how State and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	
<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> At least 1 method documented promoting the FCS program and the FCCLA chapter to the school or community. Limited results on effectiveness, reach and feedback	<b>2 3</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Includes results on effectiveness, reach and feedback	<b>4 5</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school and community. Includes detailed results on effectiveness, reach and feedback		
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2 3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> No evidence	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## CHAPTER IN REVIEW PORTFOLIO LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## CHAPTER IN REVIEW PORTFOLIO LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Membership Campaigns</b> 0–5 points	<b>0</b> No evidence of campaign planning and/or results	<b>1</b> Less than 4 campaigns present	<b>2 3</b> At least 4 campaigns present. Limited evidence of campaign planning and/or results	<b>4 5</b> At least 4 creative and innovative, well-planned campaigns that clearly align with the school academic calendar highlighting seasonal themes and FCS programing opportunities. Campaign planning information and results are well documented		
<b>Meetings</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Limited documentation of chapter meetings and attendance data, promotional efforts and methods of post-meeting information distribution. Incomplete descriptions of attendance, promotion and participation in meetings at all levels	<b>2</b> Documented evidence of scheduled chapter meetings with attendance data, promotional efforts and methods of post-meeting information distribution. Descriptions of attendance, promotion and participation at either district/regional, state or national meetings	<b>3</b> Well-documented evidence of regularly scheduled chapter meetings with attendance data, promotional efforts and methods of post-meeting information distribution. Detailed descriptions of attendance, promotion and participation at either district/regional, state or national meetings		
<b>Recognition Activities</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Chapter members participate in chapter ceremonies. Limited documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Does not include in-person and online recognition or description of how recognition is promoted to community	<b>2</b> Chapter members participate in chapter ceremonies. Documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition and description of how recognition is promoted to community	<b>3</b> Chapter members conduct and participate in chapter ceremonies. Extensive documentation of chapter, school and community recognition practices for chapter and/or individual members provided. Includes in-person and online recognition and description of how recognition is promoted to community		
<b>Leadership, Competitive, Cooperative and Individualized Projects and Activities</b> 0–10 points	<b>0</b> No activities documented	<b>1 2</b> Documented participation of chapter members in 2 or less of the 4 areas identified. Limited explanation of activity selection process and how activities support chapter's POW	<b>3 4</b> Documented participation of chapter members in 3 of the 4 areas identified. Explanation of activity selection process and how activities support chapter's POW	<b>5 6 7</b> Opportunities documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	<b>8 9 10</b> Multiple opportunities extensively documented for chapter member participation in each of the 4 areas identified. Detailed explanation of activity selection process and how activities support chapter's POW	
<b>Service Activities</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Service activities are not planned by chapter members. Does not align with FCS program content. No evidence of school and/or community collaboration	<b>2 3</b> Service activities are planned by members, but project impact is vague. Aligns with FCS program content. Limited evidence of school and/or community collaboration	<b>4</b> Service activities are planned by members, benefit school/community, have a positive impact and align with FCS program content. Detailed evidence of school and/or community collaboration	<b>5</b> Service activities are well planned and implemented by members, benefit school/community, have a positive impact and clearly align with FCS program content. Detailed evidence of school and/or community collaboration	

## CHAPTER IN REVIEW PORTFOLIO LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Chapter Resource Development</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of resource development	<b>2 3</b> Chapter seeks resources, fundraisers or donations. No evidence of developed system in place	<b>4</b> Evidence of developed system for seeking resources, fundraisers or donations	<b>5</b> Evidence of well-developed, detailed system for seeking resources, fundraisers or donations	
<b>Chapter Budget</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Chapter budget and money flow documentation for the current year is incomplete	<b>2 3</b> Chapter budget and money flow documentation for the current year is adequate but not extensive	<b>4</b> Chapter budget and money flow is documented for the current year	<b>5</b> Chapter budget and money flow is well documented for the current year	
<b>State and National Programs</b> 0–5 points	<b>0</b> No evidence	<b>1</b> Limited evidence of how state and National Programs are introduced. No evidence of promotion, participation or completion	<b>2 3</b> Evidence of how state and National Programs are introduced and promoted to members. Limited documentation of participation in at least 3 programs	<b>4</b> Description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	<b>5</b> Extensive description of how state and National Programs are introduced and promoted to members. Documentation of participation in at least 3 programs	
<b>Public Relations Efforts</b> 0–5 points	<b>0</b> No evidence	<b>1</b> At least 1 method documented promoting the FCS program and the FCCLA chapter to the school or community. Limited results on effectiveness, reach and feedback	<b>2 3</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school or community. Includes results on effectiveness, reach and feedback	<b>4 5</b> At least 3 methods documented promoting the FCS program and the FCCLA chapter to the school and community. Includes detailed results on effectiveness, reach and feedback		
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2 3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Program of Work (POW)</b> 0–5 points	<b>0</b> Not evident	<b>1</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>2 3</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>4 5</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



# **CHAPTER IN REVIEW PORTFOLIO** **LEVELS 3 & 4 RUBRIC (CONTINUED)**

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## CHAPTER SERVICE PROJECT DISPLAY

### CHAPTER SERVICE PROJECT DISPLAY

An individual or *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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Display</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## CHAPTER SERVICE PROJECT DISPLAY

### COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
5 minutes	Participants will have 5 minutes to set up a <i>display</i> at the designated participation time. Other persons may not assist.		
5 minutes	Evaluators will have 5 minutes to review the <i>display</i> .		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio/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	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## CHAPTER SERVICE PROJECT DISPLAY

### SPECIFICATIONS

PRESENTATION FORMAT	
<b>Display</b>	A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined presentation surfaces</i> . The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i> . Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i> . Information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Displays may not have items on the back of the board.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<b>FCCLA Planning Process Summary Page</b>	1- 8 ½" x 11" summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process should be described more in depth in the oral presentation.		
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		
<b>Identify Concerns: Address Specific Needs</b>	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide, national and/or global need.
<b>Identify Concerns: Target Audience</b>	Explain methods taken to determine the project's target <i>audience</i> and design project to meet intended <i>audience</i> .		
<b>Set a Goal: SMART Goal</b>	Develop a project goal that is specific, measurable, achievable, relevant and time-bound.		
<b>Set a Goal: Reflects FCCLA Purposes</b>	Identify and relate at least 1 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project in addition to at least 1 goal from the National Strategic Plan.

## CHAPTER SERVICE PROJECT DISPLAY

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Set a Goal: Relates to Family and Consumer Sciences	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> .	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> . Identify applicable national Family and Consumer Sciences standards.	
Form a Plan: Project Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives		
Form a Plan: Partners and Resources	Identify potential project <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and the deadlines.		
Form a Plan: Work Plan	Develop specific work plans for members and volunteers—who, what, where, when and how. Roles are assigned to chapter members and project volunteers.		
Form a Plan: Budget	Develop a detailed project budget including both chapter and partner <i>resources</i> that clearly support project goals.		
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision-makers and elected officials.	
Act: Youth Involved and Volunteer Recruitment	Project is designed by and led by members and involves partner volunteers as appropriate.		
Act: Uniqueness	Develop an annual project that is not simply recurring. Project must include unique components created by current members to meet the needs of the intended <i>audience</i> .		
Follow Up: Project Impact	Utilize evaluation data to indicate how project goals were either achieved or not achieved.		
Follow Up: Evaluation	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations and/or formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
Display Appearance	<i>Display</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

## CHAPTER SERVICE PROJECT DISPLAY

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project and its outcomes. Participants presenting a <i>display</i> may use audio/visual recordings, but they are limited to 1-minute playing time. Participants may not carry in additional <i>visuals</i> or <i>props</i> for the oral presentation. The <i>display</i> may be used as a visual during the oral presentation.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b>	Describe the relationship of Family and Consumer Sciences coursework to selected service project.	Describe the relationship of Family and Consumer Sciences coursework to selected service project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected service project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.
<b>Use of <i>Display</i></b>	Use the <i>display</i> to support, illustrate and complement the project description during the presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or notecards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use <i>proper</i> grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		



## CHAPTER SERVICE PROJECT DISPLAY

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Chapter Budget Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## CHAPTER SERVICE PROJECT DISPLAY

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  <div> <div>0</div> <div>No</div> </div> <div> <div>1</div> <div>Yes</div> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by the deadline  <div>0</div>	Online Orientation Form completed in the Student Portal by the deadline  <div>1</div>	
<b>Display Set-Up</b> 0 or 1 point	Participants did not set up their display within allotted time period  <div>0</div>	Participants set up display during allotted time period  <div>1</div>	
<b>Display Dimensions</b> 0 or 1 point	Display does not fit with the appropriate dimensions/objects not returned within display after presentation  <div>0</div>	Display fits with the appropriate dimensions/objects returned within display after presentation  <div>1</div>	
<b>Project Identification Page</b> 0 or 1 point	Project ID page is missing or incomplete  <div>0</div>	Project ID page is present and completed correctly  <div>1</div>	
<b>Project Summary Form Submission Proof</b> 0 or 1 point	Project Summary Form Submission missing  <div>0</div>	Project Summary Form Submission present  <div>1</div>	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation  <div>0</div>	Participant was on time for presentation  <div>1</div>	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed  <div>0</div>	Event dress code was followed  <div>1</div>	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	<div> <div>Divided by # of Evaluators</div> <div>= AVERAGE EVALUATOR SCORE</div> <div>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</div> </div>		<b>FINAL SCORE</b>
			(Average Evaluator Score plus Room Consultant Score)

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

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

## CHAPTER SERVICE PROJECT DISPLAY LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1</b> No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	<b>2</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>3</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>4 5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 1 FCCLA purposes are loosely identified with limited relation to the project	<b>2</b> At least 1 FCCLA purposes are identified and related to the project	<b>3</b> At least 1 FCCLA purposes are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content	<b>2</b> Project design reflects local or state FCS coursework content	<b>3</b> Project design clearly reflects local or state FCS coursework content		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1</b> Project plan is disorganized and does not meet criteria requirements	<b>2</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>3</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4 5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community and/or state levels	<b>2</b> Potential partners and resources are identified on the school, community and/or state levels	<b>3</b> Potential partners and resources are clearly identified on the school, community and/or state levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## CHAPTER SERVICE PROJECT DISPLAY LEVEL 1 RUBRIC (CONTINUED)

<b>Budget</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		
<b>Increase Awareness Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed	<b>2</b> Promotion plans before, during and after project implementation are developed	<b>3</b> Promotion plans before, during and after project implementation are well developed		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact</b> Follow Up 0–3 points	<b>0</b> No evidence	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation</b> Follow Up 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and service project	<b>1</b> Limited evidence of relationship between FCS coursework and service project	<b>2</b> Evidence of relationship between FCS coursework and service project	<b>3</b> Detailed evidence of relationship between FCS coursework and service project		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



# **CHAPTER SERVICE PROJECT DISPLAY** **LEVEL 1 RUBRIC (CONTINUED)**

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## CHAPTER SERVICE PROJECT DISPLAY LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	<b>2</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>3</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>4 5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 3 FCCLA purposes are loosely identified with limited relation to the project	<b>2</b> At least 3 FCCLA purposes are identified and related to the project	<b>3</b> At least 3 FCCLA purposes are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified	<b>2</b> Project design reflects local or state FCS coursework content. National FCS standards identified	<b>3</b> Project design clearly reflects local or state FCS coursework content. National FCS standards clearly identified		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1</b> Project plan is disorganized and does not meet criteria requirements	<b>2</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>3</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4 5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state and/or national levels	<b>2</b> Potential partners and resources are identified on the school, community, state and/or national levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state and/or national levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		
<b>Budget</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		

## CHAPTER SERVICE PROJECT DISPLAY LEVEL 2 RUBRIC (CONTINUED)

<b>Increase Awareness Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project is lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact Follow Up</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation Follow Up</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2 3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and service project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and service project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and service project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and service project. National Program identified and both explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## CHAPTER SERVICE PROJECT DISPLAY

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	



## CHAPTER SERVICE PROJECT DISPLAY LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	<b>2</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>3</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>4 5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 3 FCCLA purposes and at least 1 national strategic plan goal are loosely identified with limited relation to the project	<b>2</b> At least 3 FCCLA purposes and at least 1 national strategic plan goal are identified and related to the project	<b>3</b> At least 3 FCCLA purposes and at least 1 National Strategic Plan goal are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified	<b>2</b> Project design reflects local or state FCS coursework content. National FCS standards identified	<b>3</b> Project design clearly reflects local or state FCS coursework content. National FCS standards clearly identified		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1</b> Project plan is disorganized and does not meet criteria requirements	<b>2</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>3</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4 5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state, national and/or global levels	<b>2</b> Potential partners and resources are identified on the school, community, state, national and/or global levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state, national and/or global levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## CHAPTER SERVICE PROJECT DISPLAY LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Budget</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		
<b>Increase Awareness Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project is lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact</b> Follow Up 0–3 points	<b>0</b> Not evident	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation</b> Follow Up 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2 3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and service project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and service project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified. All components explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		

## CHAPTER SERVICE PROJECT DISPLAY

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## CHAPTER SERVICE PROJECT PORTFOLIO

### CHAPTER SERVICE PROJECT PORTFOLIO

An individual or *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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries are prohibited from submitting identical projects, including across levels. Each entry must solely be the work of the participant(s) only. Projects must be created and finalized within a year's time frame, which commences from July 1 and concludes on June 30 of the school year prior to the National Leadership Conference (NLC).
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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 COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> 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 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 25 Minutes			

## CHAPTER SERVICE PROJECT PORTFOLIO SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 30 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–5 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 5 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		

## CHAPTER SERVICE PROJECT PORTFOLIO

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 19 8 ½" x 11" pages or 30 slides	Identify Concerns: Address Special Needs	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide, national and/or global need.
	Identify Concerns: Target Audience	Explain methods taken to determine the project’s target <i>audience</i> and design project to meet intended <i>audience</i> .		
	Set a Goal: SMART Goal	Develop a project goal that is specific, measurable, achievable, relevant and time–bound.		
	Set a Goal: Reflects FCCLA Purposes	Identify and relate at least 1 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project.	Identify and relate at least 3 of the FCCLA purposes to the project in addition to at least 1 goal from the national strategic plan.
	Set a Goal: Relates to Family and Consumer Sciences	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> .	Design the project to reflect local or state Family and Consumer Sciences coursework <i>content</i> . Identify applicable national Family and Consumer Sciences standards.	
	Form a Plan: Project Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives.		
	Form a Plan: Partners and Resources	Identify potential project <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
	Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and deadlines.		
	Form a Plan: Work Plan	Develop specific work plans for members and volunteers—who, what, where, when and how. Roles are assigned to chapter members and project volunteers.		
	Form a Plan: Budget	Develop a detailed project budget including both chapter and partner <i>resources</i> that clearly support project goals.		
	Form a Plan: Increase Awareness/Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision–makers and elected officials.	
	Act: Youth Involved and Volunteer Recruitment	Project is designed by and led by members and involves partner volunteers as appropriate. Partner volunteers are recruited to represent diverse <i>community</i> perspectives, which may include faith–based groups, <i>community</i> or business/industry organizations, public health or welfare offices and advocacy organizations.		

## CHAPTER SERVICE PROJECT PORTFOLIO SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 19 8 ½" x 11" pages or 30 slides (continued)	<b>Act: Uniqueness</b>	Develop an annual project that is not simply recurring. Project must include unique components created by current members to meet the needs of the intended <i>audience</i> .		
	<b>Follow Up: Project Impact</b>	Utilize evaluation data to provide reasoning for how the project goals were either achieved or not achieved.		
	<b>Follow Up: Evaluation</b>	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
	<b>Portfolio Appearance</b>	The <i>portfolio</i> must be creative organized, neat, legible, <i>professional</i> and use correct grammar and spelling.		

PRESENTATION FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The presentation must explain the specifics of the project and its outcomes. Participants may not carry in additional <i>visuals</i> or <i>props</i> for the oral presentation.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to selected service project.	Describe the relationship of Family and Consumer Sciences coursework to selected service project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected service project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to support, illustrate and complement the project description during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>portfolio</i> and notes or notecards if used.		
Grammar/Word Usage/Pronunciation	Use <i>proper</i> grammar, word usage and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.		

# CHAPTER SERVICE PROJECT PORTFOLIO

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Chapter Budget Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



## CHAPTER SERVICE PROJECT PORTFOLIO

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by the deadline	<b>1</b> Online Orientation Form completed in the Student Portal by the deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
<b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> The portfolio exceeds the page limit	<b>1</b> <b>At least 2 errors</b> The portfolio is completed correctly and does not exceed 19 single-sided pages or 30 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 5 Content Divider Pages or slides</li> <li>• Up to 10 content pages or 20 content slides</li> </ul>	<b>2</b> <b>1 error</b> <b>3</b> <b>no errors</b>
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_  
 Evaluator 2: \_\_\_\_\_  
 Evaluator 3: \_\_\_\_\_  
 Total Score: \_\_\_\_\_

Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**


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

**Gold: 90–100**

**Silver: 70–89.99**

**Bronze: 1–69.99**

**ROOM CONSULTANT TOTAL**  
(8 points possible)

**AVERAGE EVALUATOR SCORE**  
 (92 Points Possible)

**FINAL SCORE**

(Average Evaluator Score plus  
Room Consultant Score)

**RATING ACHIEVED** (circle one)

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

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

## CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 1 FCCLA purposes are loosely identified with limited relation to the project	<b>2</b> At least 1 FCCLA purposes are identified and related to the project	<b>3</b> At least 1 FCCLA purposes are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content	<b>2</b> Project design reflects local or state FCS coursework content	<b>3</b> Project design clearly reflects local or state FCS coursework content		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community and/or state levels	<b>2</b> Potential partners and resources are identified on the school, community and/or state levels	<b>3</b> Potential partners and resources are clearly identified on the school, community and/or state levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

<b>Budget</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		
<b>Increase Awareness Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed	<b>2</b> Promotion plans before, during and after project implementation are developed	<b>3</b> Promotion plans before, during and after project implementation are well developed		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact</b> Follow Up 0–3 points	<b>0</b> No evidence	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation</b> Follow Up 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1 2</b> Portfolio has many errors and is not aesthetically pleasing	<b>3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and service project	<b>1</b> Limited evidence of relationship between FCS coursework and service project	<b>2</b> Evidence of relationship between FCS coursework and service project	<b>3</b> Detailed evidence of relationship between FCS coursework and service project		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		

## CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 1 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 3 FCCLA purposes are loosely identified with limited relation to the project	<b>2</b> At least 3 FCCLA purposes are identified and related to the project	<b>3</b> At least 3 FCCLA purposes are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified	<b>2</b> Project design reflects local or state FCS coursework content. National FCS standards identified	<b>3</b> Project design clearly reflects local or state FCS coursework content. National FCS standards clearly identified		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state and/or national levels	<b>2</b> Potential partners and resources are identified on the school, community, state and/or national levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state and/or national levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		
<b>Budget</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		

## CHAPTER SERVICE PROJECT PORTFOLIO LEVEL 2 RUBRIC (CONTINUED)

<b>Increase Awareness Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project is lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact Follow Up</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation Follow Up</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1 2</b> Portfolio has many errors and is not aesthetically pleasing	<b>3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and service project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and service project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and service project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and service project. National Program identified and both explained well		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



# **CHAPTER SERVICE PROJECT PORTFOLIO** **LEVEL 2 RUBRIC (CONTINUED)**

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## CHAPTER SERVICE PROJECT PORTFOLIO LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Address a Specific Need</b> Identify Concerns 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	
<b>Target Audience</b> Identify Concerns 0–3 points	<b>0</b> Target audience not identified	<b>1</b> Methods to determine project target audience poorly explained. Project not designed to meet target audience	<b>2</b> Methods to determine project target audience explained. Project designed to meet target audience	<b>3</b> Methods to determine project target audience thoroughly explained. Project designed to meet target audience		
<b>SMART Goals</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project goal(s) do not meet all criteria	<b>2</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>3</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Reflects FCCLA Purposes</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> At least 3 FCCLA purposes and at least 1 national strategic plan goal are loosely identified with limited relation to the project	<b>2</b> At least 3 FCCLA purposes and at least 1 national strategic plan goal are identified and related to the project	<b>3</b> At least 3 FCCLA purposes and at least 1 national strategic plan goal are clearly identified and related to the project		
<b>Family and Consumer Sciences</b> Set a Goal 0–3 points	<b>0</b> No evidence	<b>1</b> Project design loosely reflects local or state FCS coursework content. National FCS standards loosely identified	<b>2</b> Project design reflects local or state FCS coursework content. National FCS standards identified	<b>3</b> Project design clearly reflects local or state FCS coursework content. National FCS standards clearly identified		
<b>Project Organization</b> Form a Plan 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>4</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Partners and Resources</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state, national and/or global levels	<b>2</b> Potential partners and resources are identified on the school, community, state, national and/or global levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state, national and/or global levels		
<b>Timeline</b> Form a Plan 0–3 points	<b>0</b> Not provided	<b>1</b> Timeline is not workable or has unrealistic steps and deadlines	<b>2</b> Timeline is workable with realistic steps and deadlines	<b>3</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Work Plan</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>2</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>3</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		



## CHAPTER SERVICE PROJECT PORTFOLIO LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Budget</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Budget is provided but loosely supports project goals	<b>2</b> Budget is provided, resources included and supports project goals	<b>3</b> Budget is detailed, includes both chapter and partner resources and clearly supports project goals		
<b>Increase Awareness</b> <b>Public Relations</b> Form a Plan 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Youth Involved and Volunteer Recruitment</b> Act 0–2 points	<b>0</b> Project is not designed or led by members	<b>1</b> Project is primarily designed and led by members. Includes volunteers when appropriate	<b>2</b> Project is exclusively designed and led by members. Includes volunteers when appropriate			
<b>Uniqueness</b> Act 0–2 points	<b>0</b> No evidence	<b>1</b> Project is lacks uniqueness, designed by current members, audience needs unclear	<b>2</b> Project is unique, designed by current members, meets audience needs. Is not simply a recurring project			
<b>Project Impact</b> Follow Up 0–3 points	<b>0</b> Not evident	<b>1</b> Evaluation data provides limited indication of achievement status	<b>2</b> Evaluation data provides indication of achievement status	<b>3</b> Evaluation data provides clear indication of achievement status		
<b>Evaluation</b> Follow Up 0–4 points	<b>0</b> No evidence	<b>1</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>2</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1 2</b> Portfolio has many errors and is not aesthetically pleasing	<b>3</b> The portfolio is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Portfolio is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and service project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and service project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		

## CHAPTER SERVICE PROJECT PORTFOLIO LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## CULINARY ARTS

### CULINARY ARTS

An *individual event* recognizes participants for their ability to produce a quality meal using industrial culinary arts/food service techniques and equipment. Participants must prepare menu items given to them at the time of the event and present prepared items to evaluators.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. The National Leadership Conference (NLC) competition recipes and equipment list will be posted in the FCCLA Adviser Portal. 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 cleanup. For regional/state competitions, recipes and equipment lists will be provided by the host facility and/or state association.
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. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**

**[CLICK HERE TO VIEW NATIONAL DEADLINES](#)**

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
		■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Equipment	Large Equipment–Yes Food–Yes	Chef’s Attire (as described)

### PRESENTATION ELEMENTS ALLOWED

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

## CULINARY ARTS PRELIMINARY & FINALIST COMPETITIONS

COMPETITION FORMAT	
<b>Preliminary Competition (If Required)</b>	A preliminary competition will occur if the national competition facility limits the number of possible competitors during the set time. The preliminary competition will consist of a written test taken by all national participants onsite at the National Leadership Conference (NLC). Facility and time limitations will determine the number of finalists proceeding to the food production portion of the competition. Unless indicated otherwise by National FCCLA, the written test will be the American Culinary Federation's Certified Fundamentals Cook written exam.
<b>Finalists Competition</b>	Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. Participants will be given the official published recipe, menu and ingredients at check-in. Only the official recipes are permitted.

## CULINARY ARTS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVELS 3 & 4
<b>10 minutes</b>	Uniform and equipment inventory check.
<b>20 minutes</b>	Identical food items will be available to each participant. No other food products, garnishes or condiments may be brought to the event, unless otherwise stated. Participants will have 20 minutes to organize work area and obtain supplies, 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.
<b>1 hour</b>	Participants will have 1 hour to prepare required food products according to recipe specifications.
<b>10 minutes</b>	After 1 hour, participants will present two plates for evaluation of appearance, taste and temperature.
<b>20 minutes</b>	Participants will have 20 minutes to clean up their workstations and return unused food to the central station.
<b>5 minutes</b>	Evaluators will use the rubric to score and write comments for each participant throughout the session by observing their work habits, techniques, development and use of planning sheet, product presentation, appearance, taste and creativity. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
<b>Total Time: 2 Hours 5 minutes</b>	

## CULINARY ARTS SPECIFICATIONS

SPECIFICATIONS	
<b>State Leadership Conference (SLC) Testing</b>	States may administer a culinary knowledge test at regional/district and state competitions if required to determine finalists. A test is not required if it is not needed.
<b>Uniform and Appearance</b>	<p>Participants will be well groomed and wear appropriate, clean attire meeting the following standards:</p> <p>Clean and appropriate uniform including <i>professional</i> chef attire (chef coat/jacket; industry pants or commercial uniform 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 <i>properly</i> restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable <i>graphics</i> 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.</p>

## CULINARY ARTS

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVELS 3 & 4
<b>Safety and Sanitation</b>	Participants and their work areas, are kept sanitary and organized, meeting the following standards:  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.
<b>Food Production</b>	Participants will have 60 minutes to prepare food product and garnish. Participants must 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.
<b>Equipment, Tools and Techniques</b>	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.
<b>Use of Products</b>	Follow directions of recipes in proper sequence, amounts and preparation. Incorporate usable by-products into recipes, if appropriate.
<b>Mise en Place</b>	Work efficiently and display organizational skills. Mise en Place is well executed.
<b>Food Taste and Presentation</b>	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.
<b>Plating and Presentation</b>	Prepare two plates consistently, with appropriate portion size, functional garnish and visual appeal.
<b>Taste, Texture and Seasoning</b>	Food items are prepared with appropriate color, texture, flavor, mouth feel and appropriate seasoning and balance.
<b>Cooking Methods and Technique</b>	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.

## CULINARY ARTS

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Medical Release Form](#)
  - **Note:** This form is specifically required by National FCCLA. For any state-required release forms, please check with your State Adviser.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.
- Recipes and Equipment List
  - **Note:** This resource will be uploaded to the FCCLA Portal in Spring. Check with your State Adviser for what recipe will be used for your State Leadership Conference.

## CULINARY ARTS STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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 student does not show, write "No Show" across the top and return with other forms. Do NOT change student or station numbers.
2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
3. 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.
4. At the end of competition, double check all scores, names and student numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	0 No		1 Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline		1 Online Orientation Form completed in the Student Portal by deadline	
<b>Proof of Project Summary Form Submission</b> 0 or 1 point	0 Not presented to Room Consultant at participation time		1 Presented to Room Consultant at participation time	
<b>Uniform &amp; Appearance</b> 0–3 points	0 Unprofessional uniform/attire or includes uncovered graphics/logo not permitted in event	1 2 Unprofessional appearance or attire as marked below: ___ Hair/beard restraints missing ___ Kitchen shoes not worn ___ Jewelry uncovered ___ Personal grooming does not meet guidelines	3 Professional attire worn: ___ Hair/beard restraints ___ Kitchen shoes ___ No visible jewelry ___ Personal grooming meets guidelines	
<b>EVALUATORS' SCORES</b>				
Evaluator 1: _____		Initials: _____		
Evaluator 2: _____		Initials: _____		
Evaluator 3: _____		Initials: _____		
Total Score: _____		Divided by # of Evaluators		
		= <b>AVERAGE EVALUATOR SCORE</b>		
		Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		
<b>RATING ACHIEVED</b> (circle one)		<b>Gold:</b> 90–100 <b>Silver:</b> 70–89.99 <b>Bronze:</b> 1–69.99		
<b>VERIFICATION OF FINAL SCORE &amp; RATING</b> (please initial)				
Evaluator 1: _____ Evaluator 2: _____ Evaluator 3: _____ Adult Room Consultant: _____ Event Lead Consultant: _____				
				<b>ROOM CONSULTANT TOTAL</b> (6 points possible)
				<b>AVERAGE EVALUATOR SCORE</b> (94 points possible)
				<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

## CULINARY ARTS LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SAFETY & SANITATION						POINTS
<b>Safety</b> 0–5 points	<b>0</b> Station is disorganized, safety is disregarded	<b>1 2</b> 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	<b>5</b> Station is very neat and organized, all knives and small equipment are handled safely and properly		
<b>Sanitation</b> 0–5 points	<b>0</b> Disregards safety and created unsafe and unsanitary conditions	<b>1 2</b> Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	<b>3 4</b> Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	<b>5</b> Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing		
<b>Clean-up</b> 0–4 points	<b>0</b> Participant did not complete station clean-up with-in allotted 20 minutes	<b>4</b> Participant completed station clean-up with-in allotted 20 minutes				
FOOD PRODUCTION						POINTS
<b>Equipment, Tools &amp; Techniques</b> 0–10 points	<b>0</b> Selection and usage of tools/equipment lacks understanding and demonstration of skills	<b>1 2 3 4</b> Selection and usage of tools/equipment demonstrate some industry techniques	<b>5 6 7 8</b> Selection and usage of tools/equipment demonstrates most industry techniques	<b>9 10</b> Selects and uses all tools/equipment correctly and safely following industry techniques		
<b>Mise en Place</b> 0–5 points	<b>0</b> Mise en Place is poorly executed and displays unacceptable organizational skills	<b>1 2</b> Mise en Place is fairly organized and displays marginal organizational skills	<b>3 4</b> Mise en Place is organized and displays sufficient organizational skills	<b>5</b> Mise en Place is well executed and displays excellent organizational skills		
<b>Use of Products</b> 0–5 points	<b>0</b> 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	<b>1 2</b> 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	<b>5</b> Proper amount of product is prepared and used in each preparation. Usable by-products are incorporated properly into the recipes or returned to safe storage		
FOOD ITEM #1						POINTS
<b>Plating &amp; Presentation</b> 0–5 points	<b>0</b> Items are visually unappealing. Use of non-functional garnish	<b>1 2</b> Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	<b>3 4</b> Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	<b>5</b> Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing		
<b>Taste, Texture &amp; Seasoning</b> 0–5 points	<b>0</b> Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	<b>1 2</b> 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	<b>5</b> Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another		



## CULINARY ARTS LEVELS 3 & 4 RUBRIC (CONTINUED)

	0	1 2 3 4	5 6 7 8	9 10		
<b>Cooking Methods &amp; Technique</b> 0–10 points	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is executed, if required	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		

FOOD ITEM #2					POINTS	
<b>Plating &amp; Presentation</b> 0–5 points	0 Items are visually unappealing. Use of non-functional garnish	1 2 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	3 4 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing		
<b>Taste, Texture &amp; Seasoning</b> 0–5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3 4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another		
<b>Cooking Methods &amp; Technique</b> 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 8 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	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					POINTS	
<b>Plating &amp; Presentation</b> 0–5 points	0 Items are visually unappealing. Use of non-functional garnish	1 2 Obvious over or under sized portions. Improper size and/or stained plate is used with smudges	3 4 Slightly over or under portion size. Proper size plate with some smudges. No evidence of non-functioning garnish	5 Clean plate, appropriate portion size. No evidence of non-functional garnishing. Visually appealing		
<b>Taste, Texture &amp; Seasoning</b> 0–5 points	0 Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	1 2 Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	3 4 Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	5 Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another		

## CULINARY ARTS LEVELS 3 & 4 RUBRIC (CONTINUED)

Cooking Methods & Technique 0–10 points	0	1 2 3 4	5 6 7 8	9 10		
	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(94 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## CULINARY ARTS

### STAR EVENTS POINT SUMMARY FORM

(FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Name: \_\_\_\_\_  
 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 student does not show, write "No Show" across the top and return with other forms. Do NOT change student or station numbers.
2. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
3. 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.
4. At the end of competition, double-check all scores, names and student numbers to ensure accuracy. Sort results by *team* order and turn in to the Lead Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Confirm STAR Competition 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	0 No	1 Yes	
Event Online Orientation Form 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
Proof of Project Summary Form Submission 0 or 1 point	0 Not presented to Room Consultant at participation time	1 Presented to Room Consultant at participation time	
Uniform & Appearance 0–3 points	0 Unprofessional uniform/attire or includes uncovered graphics/logo not permitted in event	1 2 Unprofessional appearance or attire as marked below: ___ Hair/beard restraints missing ___ Kitchen shoes not worn ___ Jewelry uncovered ___ Personal grooming does not meet guidelines	3 Professional attire worn: ___ Hair/beard restraints ___ Kitchen shoes ___ No visible jewelry ___ Personal grooming meets guidelines

#### EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Total Score: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
*Divided by # of Evaluators*  
**= AVERAGE PRODUCTION SCORE**

**ROOM CONSULTANT TOTAL**  
(6 points possible)

**AVERAGE PRODUCTION SCORE**  
(64 points possible)

**AVERAGE PLATING SCORE**  
(30 points possible)

**FINAL SCORE**  
(Average Evaluator Score plus Room Consultant Total)

#### PLATING SCORES

Evaluator 4: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Evaluator 5: \_\_\_\_\_ Initials: \_\_\_\_\_  
 Total Score: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
*Divided by # of Evaluators*  
**= AVERAGE PLATING SCORE**

*Scores 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 & RATING** (please initial)

Evaluator 1: \_\_\_\_\_ Evaluator 2: \_\_\_\_\_ Evaluator 3: \_\_\_\_\_ Evaluator 4: \_\_\_\_\_ Evaluator 5: \_\_\_\_\_ Adult Room Consultant: \_\_\_\_\_ Event Lead Consultant: \_\_\_\_\_

## CULINARY ARTS

### LEVELS 3 & 4 RUBRIC (PRODUCTION)

(FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

SAFETY & SANITATION						POINTS
Safety 0–5 points	0 Station is disorganized, safety is disregarded	1 2 Station is lacking neatness and organization, questionable knife and small equipment safety	3 4 Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	5 Station is very neat and organized, all knives and small equipment are handled safely and properly		
	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		
Clean-up 0–4 points	0 Participant did not complete station clean-up with-in allotted 20 minutes	4 Participant completed station clean-up with-in allotted 20 minutes				

FOOD PRODUCTION						POINTS
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 8 Selection and usage of tools/equipment demonstrates most industry techniques	9 10 Selects and uses all tools/equipment correctly and safely following industry techniques		
	0 Mise en Place is poorly executed and displays unacceptable organizational skills	1 2 Mise en Place is fairly organized and displays marginal organizational skills	3 4 Mise en Place is organized and displays sufficient organizational skills	5 Mise en Place is well executed and displays excellent organizational skills		
Use of Products 0–5 points	0 Excess amount of products are prepared and used in each preparation. Useable by-products are not incorporated in the recipes or returned to safe storage	1 2 Uncalculated amounts of product are prepared and used in each preparation. Usable by-products are not incorporated properly into the recipes or returned to safe storage	3 4 Proper amount of product is prepared and used in most preparations. Some usable by-products are incorporated properly into the recipes or returned to safe storage	5 Proper amount of product is prepared and used in each preparation. Usable by-products are incorporated properly into the recipes or returned to safe storage		

FOOD ITEM #1						POINTS
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 8 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	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

### LEVELS 3 & 4 RUBRIC (PRODUCTION) (CONTINUED)

(FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

FOOD ITEM #2						POINTS
<b>Cooking Methods &amp; Technique</b> 0–10 points	<b>0</b>	<b>1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>		
	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		

FOOD ITEM #3						POINTS
<b>Cooking Methods &amp; Technique</b> 0–10 points	<b>0</b>	<b>1 2 3 4</b>	<b>5 6 7 8</b>	<b>9 10</b>		
	Improper cooking methods and techniques used. Food served at unsafe temperatures. All sauces/dressings are served at incorrect temperature or consistency. Maillard reaction is poorly executed, if required	Improper cooking methods and techniques used to produce food. Some food served at an unsafe or improper temperature. Most sauces/dressings are served at the incorrect temperature and consistency. Maillard reaction is improperly executed, if required	Proper cooking methods and techniques mostly used to produce quality food. Most food is served at a safe and proper temperature. Most sauces/dressings are served at the correct temperature and consistency. Maillard reaction is mostly properly executed, if required	Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b> <b>(64 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## CULINARY ARTS

### LEVELS 3 & 4 RUBRIC (PLATING, PRESENTATION & TASTING)

(FOR USE WITH 3 PRODUCTION AND 2 TASTING EVALUATORS)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

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

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

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

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (30 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## DIGITAL STORIES FOR CHANGE

### DIGITAL STORIES FOR CHANGE

An individual or *team event* recognizes participants who demonstrate their knowledge, skills and abilities to actively identify an issue concerning families, careers or communities; research the topic; and develop a *digital story* to advocate for positive change.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
3. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required.
4. The use of inappropriate music, *graphics* or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane or explicit.
5. The use of copyrighted music, photographs or *graphics* in the digital video may disqualify the entry. Music, photographs, text, trademarks or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
6. Participants must follow state or district rules/guidelines for student privacy and use photographs or student work when published online.
7. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Digital Story</i> , Project Components and Oral Presentation (National Leadership Qualifiers Only)	Table—Yes Laptop/Internet Access—Yes Electrical Access—Yes Wi-Fi – Yes	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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 *digital story* are allowed.

## DIGITAL STORIES FOR CHANGE

### ANNUAL TOPIC

ANNUAL TOPIC, PRELIMINARY ROUND, & NATIONAL LEADERSHIP CONFERENCE (NLC)	
<b>Annual Event Topic</b>	Families First: Participants are to focus on a selected unit within the recently updated FCCLA National Program.
<b>Preliminary Round</b>	Participants must prepare a <i>digital story</i> and submit project components on the FCCLA Portal by deadline outlined on the <a href="#">FCCLA website</a> .
<b>National Leadership Conference (NLC)</b>	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their <i>digital story</i> , plus oral presentation.

## DIGITAL STORIES FOR CHANGE

### PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Participants create a <i>digital story</i> about an issue concerning families, careers or communities using this year’s national topic (see above). It is not a demonstration, “how to” presentation or a photo/video slide show.			
<b>Projects must be posted on the school/chapter website.</b> Posted components include <i>digital story</i> with copyright notice, <i>project identification page</i> , project summary and FCCLA <i>Planning Process</i> summary page. The video must be <b>embedded</b> 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.			
<b>5 minutes</b>	The total running time of the <i>digital story</i> must be no longer than 5 minutes in length, to include the title and credits.		
<b>Total Time: 5 Minutes</b>			

ENTRY SUBMISSION (PRELIMINARY ROUND)
Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the <a href="#">FCCLA website</a> . An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

## DIGITAL STORIES FOR CHANGE

### PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

1. A table and laptop computer with Internet connections will be provided. Participants may bring their *digital story* files on a USB drive as a backup. 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 (NLC) presentation, participants are encouraged to update their presentation based on preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
5 minutes	Participants will have 5 minutes to set up their presentation and type their website URL into the provided computer. Other persons may not assist.		
5 minutes	Participants will play their <i>digital story</i> 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 1-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.		
Total Time: 25 Minutes			



## DIGITAL STORIES FOR CHANGE SPECIFICATIONS

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

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page	<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 1 8 ½" x 11" page, but cannot be larger. Must be posted on the website in PDF format.		
1– 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in PDF format.  <b>National Leadership Conference (NLC) Participants:</b> use of the <i>Planning Process</i> must also be described in the oral presentation.		
1– 8 ½" x 11" page	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission on the website.		
Up to 3– 8 ½" x 11" pages	<i>Project Summary Pages</i>	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	<i>Works Cited/Bibliography</i>	All work is original or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		

SPECIFICATIONS	
<i>Digital Story/Video Content</i>	Participants create a <i>digital story</i> about an issue concerning families, careers or communities using the Annual Event Topic (see event description). The <i>digital story/video</i> 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.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Introduction	Create an original introduction to the <i>digital story</i> that catches interest and clearly relates to the purpose and focus of the <i>digital story</i> project. Video introduction must include FCCLA emblem.			
Purpose and Focus	Establish a clear purpose, focus and point of view early in the <i>digital story</i> . Maintain the purpose and focus throughout the video presentation.			
Subject Knowledge	Subject knowledge of the <i>family</i> , 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. Must not distract the viewer from the purpose and focus.			
Technical Quality—Sound	Sound quality is clear (no crackling), volume levels are adequate and consistent.			
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	License the website <i>contents</i> , using school district licensing requirements or Creative Commons ( <a href="http://www.creativecommons.org">www.creativecommons.org</a> ).			

## DIGITAL STORIES FOR CHANGE

### SPECIFICATIONS (CONTINUED)

<b>Communication— Graphics/Images</b>	<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.
<b>Communication—Text</b>	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.
<b>Communication— Music/Sound</b>	Music or sound used in the video significantly enriches the project, creates an appropriate mood or tone and coordinates text or images. Only original music or music licensed for reuse may be used.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Narration</b>	A narration of the <i>digital story</i> follows an original script. Narration includes at least 1 of the participants and others as desired. The main narration is in English; additional languages may be used to enhance the <i>digital story</i> . Diction, fluency and flow supports or enhances the project.		
<b>Ending</b>	Ending brings closure to the <i>digital story</i> and engages the <i>audience</i> in reflective thinking. Provide 1 step to take towards action.	Ending brings closure to the <i>digital story</i> and engages the <i>audience</i> in reflective thinking. Provide 2 steps to take towards action.	Ending brings closure to the <i>digital story</i> and engages the <i>audience</i> in reflective thinking. Provide 3 steps to take towards action.

#### PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE (NLC) ONLY)

<b>Oral Presentation</b>	Following the viewing of the <i>digital story</i> presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation must describe the FCCLA <i>Planning process</i> , 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.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
<b>Knowledge of Subject Matter</b>	Demonstrate knowledge of subject matter, research and impact of project on participant(s).		
<b>Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs</b>	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## DIGITAL STORIES FOR CHANGE

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## DIGITAL STORIES FOR CHANGE LEVEL 1 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	
<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	

## DIGITAL STORIES FOR CHANGE LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication—Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication—Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication—Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action step unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	

## DIGITAL STORIES FOR CHANGE LEVEL 2 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	
<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	

## DIGITAL STORIES FOR CHANGE LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication—Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication—Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication—Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## DIGITAL STORIES FOR CHANGE LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	
<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	



## DIGITAL STORIES FOR CHANGE LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication—Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication—Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication—Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward clear action or change		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	

## DIGITAL STORIES FOR CHANGE

### STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_  
 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 CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  <div> <div>0</div> <div>No</div> <div>1</div> <div>Yes</div> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by the deadline  0	Online Orientation Form completed in the Student Portal by the deadline  1	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation  0	Participant was on time for presentation  1	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed  0	Event dress code was followed  1	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>ROOM CONSULTANT TOTAL</b> (4 points possible) <b>AVERAGE EVALUATOR SCORE</b> (129 points possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b> divided by 133 possible points = <b>RATING SCORE PERCENTAGE</b>

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

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

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

## DIGITAL STORIES FOR CHANGE LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	

## DIGITAL STORIES FOR CHANGE

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	
<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication— Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication— Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication— Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action step unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		

## DIGITAL STORIES FOR CHANGE

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## DIGITAL STORIES FOR CHANGE LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	

## DIGITAL STORIES FOR CHANGE

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	
<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication— Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication— Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication— Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		

## DIGITAL STORIES FOR CHANGE

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	



## DIGITAL STORIES FOR CHANGE

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided	<b>1</b> Signed proof of submission from the online form is included				
<b>Project Summary</b> 0–10 points	<b>0</b> Not provided	<b>1 2</b> Purpose, FCS relationship, research, background information and goal of the project is minimally explained or is inconsistent and presented	<b>3 4</b> Purpose, FCS relationship, research, background information and goal of the project is explained but lacking detail or is disorganized	<b>5 6 7</b> Purpose, FCS relationship, research, background information and goal of the project is explained and presented	<b>8 9 10</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>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (DIGITAL STORY/VIDEO CONTENT)						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction. FCCLA emblem not included	<b>1 2</b> Introduction ineffective or purpose/focus unclear. FCCLA emblem included but not at first	<b>3 4</b> Introduction is original, catches interest and states purpose and focus. Includes the FCCLA emblem	<b>5</b> Introduction is original, catches interest and clearly states purpose and focus. Includes the FCCLA emblem		
<b>Purpose and Focus</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Purpose, focus and point of view is vague and/or inconsistent throughout presentation	<b>3 4</b> Purpose, focus and point of view is established and loosely maintained throughout presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation		
<b>Subject Knowledge</b> 0–10 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3 4 5</b> Evidence of knowledge, but not used effectively in the presentation	<b>6 7 8</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>9 10</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Creativity and Design</b> 0–5 points	<b>0</b> No theme, purpose or focus identified	<b>1 2</b> Use of color, design, effects and creativity loosely support the theme. Many distractions from the purpose and focus	<b>3</b> Use of color, design, effects and creativity support the theme but distract from the purpose and focus	<b>4</b> Use of color, design, effects and creativity support the theme and do not distract from the purpose and focus	<b>5</b> Use of color, design, effects and creativity clearly support the theme and do not distract from the purpose and focus	
<b>Technical Quality Sound</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Sound quality is poor. Volume levels are inconsistent	<b>2 3</b> Sound quality is clear. Volume levels are mostly consistent	<b>4</b> Sound quality is clear. Volume levels are consistent	<b>5</b> Sound quality is very clear. Volume levels are consistent	

## DIGITAL STORIES FOR CHANGE

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Technical Quality Images or Video</b> 0–5 points	<b>0</b> Images/video are either not included, unoriginal or unlicensed for reuse	<b>1</b> Images/video quality is poor (low resolution, size distortion). All images are original or licensed for reuse	<b>2 3</b> Images/video quality is inconsistent. All images are original or licensed for reuse	<b>4</b> Images/video quality is good throughout. All images are original or licensed for reuse	<b>5</b> Images/video quality is excellent—high resolution, no distortion. All images are original or licensed for reuse	
<b>Technical Quality Editing</b> 0–5 points	<b>0</b> Not evident	<b>1</b> Transitions are ineffective or do not support story. Purpose and focus unclear	<b>2 3</b> Transitions are either minimal, smooth or effective. Supports story, maintains focus or purpose	<b>4</b> Transitions are minimal, smooth and effective. Supports story, maintains focus or purpose	<b>5</b> Transitions are minimal, smooth and highly effective. Supports story, maintains focus or purpose	
<b>Licensing</b> 0 or 5 points	<b>0</b> The video was not licensed by the participant	<b>5</b> A Creative Commons license or copyright statement is included in the video				
<b>Communication— Graphics/Images</b> 0–5 points	<b>0</b> Graphics, images or video are either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Graphics, images or video either lack emotion or do not match storyline. Images poorly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>3 4</b> Graphics, images or video creates emotion to match storyline. Images Mostly coordinate with music, sound or narrative. All images are original or licensed for reuse	<b>5</b> Graphics, images or video creates emotion to match storyline. Images coordinate with music, sound or narrative. All images are original or licensed for reuse		
<b>Communication— Text</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Word or text does not enhance the project or is inappropriate and unsupportive of the purpose and focus. Contains spelling, word choice and grammar errors	<b>3 4</b> Word or text choices are appropriate and supportive of the purpose and focus. Spelling, word choice and grammar are correct	<b>5</b> Word or text choices are powerful, vivid, descriptive to audience and supportive of the purpose and focus. Spelling, word choice and grammar are correct		
<b>Communication— Music/Sound</b> 0–5 points	<b>0</b> Music/sound either not included, unoriginal or unlicensed for reuse	<b>1 2</b> Music/sound creates an inappropriate mood/tone. All music/sound is original or licensed for reuse	<b>3 4</b> Music/sound creates appropriate mood/tone. All music/sound is original or licensed for reuse	<b>5</b> Music/sound significantly enriches the project, creates appropriate mood/tone and coordinates with images. All music/sound is original or licensed for reuse		
<b>Narration</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Script lacks originality and includes at least 1 participant. Poor diction, fluency and flow	<b>3 4</b> Original script including at least 1 participant. Diction, fluency and flow generally supports the project	<b>5</b> Original script including at least 1 participant. Diction, fluency and flow significantly supports or enhances the project		
<b>Ending</b> 0–5 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>3 4</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	<b>5</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward clear action or change		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program identified. All components explained well		

## DIGITAL STORIES FOR CHANGE

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## EARLY CHILDHOOD EDUCATION

### EARLY CHILDHOOD EDUCATION

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 competition.
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 (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event theme, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio and Resource Container</i>	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi — No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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 contents of the *resource container* and any software needed for Activity Plan Presentation.

## EARLY CHILDHOOD EDUCATION ANNUAL THEME

### ANNUAL THEME

**The Four Seasons**  
(Fall, Winter, Spring, Summer)

## EARLY CHILDHOOD EDUCATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event Room Consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories are 2–3, 4–5 or 6–8 years old).		
Room Consultant will check the <i>resource container</i> and give the case study to the participant to plan for the activity.		
20 minutes	Room consultants and evaluators will have 20 minutes to preview the <i>portfolio</i> while the participant plans the activity using materials from the <i>resource container</i> .	
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.	
Total Time: 40 Minutes		

## EARLY CHILDHOOD EDUCATION SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 49 slides, as described below.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
<b>Up to 1– 8 ½" x 11" page or 1 slide</b>	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.
<b>1– 8 ½" x 11" page or 1 slide</b>	<b>Table of Contents</b>	List the parts of the <i>portfolio</i> in the order in which the parts appear.
<b>1– 8 ½" x 11" page or 2 slides</b>	<b>FCCLA Planning Process Summary Page</b>	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.

## EARLY CHILDHOOD EDUCATION SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the “Surveys Applications” tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
0–4 Content Divider/section pages or slides	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> .	
Up to 30 8 ½" x 11" pages or 40 slides	Documentation of Experience/Occupational Coursework	Document evidence of units, courses, volunteer and/or paid positions related to Early Childhood Education within the last 4 years.	
	Lesson Plans	Include 2 <i>lesson plan</i> examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample <i>lesson plans</i> format may be participant’s choice.	Include 3 <i>lesson plan</i> examples exhibiting a variety of Early Childhood Education concepts (ex. science, math, music, art). Sample <i>lesson plans</i> format may be participant’s choice.
	Lesson Plans: Learning Objectives	Include at least 2 learning objectives in each <i>lesson plan</i> .	Include at least 3 learning objectives in each <i>lesson plan</i> .
	Lesson Plans: Instructional Strategies and Rationale	Include at least 2 instructional strategies and rationale(s) in each <i>lesson plan</i> .	Include at least 3 instructional strategies and rationale(s) in each <i>lesson plan</i> .
	Lesson Plans: Assessment	Include at least 2 assessments in each <i>lesson plan</i> .	Include at least 3 assessments in each <i>lesson plan</i> .
	Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan</i> (s) included in <i>portfolio</i> (ex. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).	
	Evidence of Developmental Knowledge	Create a chart with information of age-appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years, as chosen by the participant	Show evidence developed within the past 4 years of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5 or 6–8 years (ex. chart, listing, diagram essay developed by the participant).

### PRESENTATION FORMAT

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 <i>resource container</i> may be used to complete the activity plan. <i>Presentation Equipment</i> is allowed for presentation of Activity Plan Presentation. <i>Visuals</i> are limited to the <i>content</i> of the <i>resource container</i> and any software needed for Activity Plan Presentation. <b>The case study activity plan must be original and cannot be one of the activities from the portfolio.</b>
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SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
Activity Plan		Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications and assessment. Submit one copy.	
Selection of Activity		Explain chosen age-appropriate activity for early childhood activity plan.	

## EARLY CHILDHOOD EDUCATION SPECIFICATIONS (CONTINUED)

<b>Use of Resource Materials &amp; Supplies</b>	Detail use of creativity, safety and variety while completing activity plan.
<b>Modification</b>	Prepare 2 modifications for each <i>lesson plan</i> .
<b>Assessment</b>	Prepare 2 formative and/or summative assessments for each <i>lesson plan</i> .
<b>Introduction</b>	Express directions, instructions and objectives with clarity.
<b>Activity</b>	Present activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace and transitions.
<b>Wrap-up</b>	Reinforce lesson objective with appropriate summary.

### PRESENTATION FORMAT

<b>Presentation Skills</b>	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.
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### SPECIFICATIONS

#### LEVEL 2

#### LEVELS 3 & 4

<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.

### PRESENTATION FORMAT

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

#### LEVEL 2

#### LEVELS 3 & 4

<b>Resource Container</b>	Assemble <i>resources</i> and supplies in a container. The container with lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high.
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## EARLY CHILDHOOD EDUCATION

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [Activity Plan](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



# EARLY CHILDHOOD EDUCATION

## STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition</b> 0 or 1 points	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 points	0 <i>Online Orientation Form</i> not completed in the Student Portal by deadline	1 <i>Online Orientation Form</i> completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	0 Binder is not the official FCCLA binder  0 <i>Electronic Portfolio</i> not in viewable format to the evaluators	1 Binder is the official FCCLA binder  1 <i>Electronic Portfolio</i> in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	0 <i>Portfolio</i> exceeds the page limit	1 <b>At least 2 errors</b> 2 <b>1 error</b> 3 <b>no errors</b> <i>Portfolio</i> is completed correctly and does not exceed 38 single-sided pages or 49 slides, including: • 1 project ID page or slide • 1 table of <i>contents</i> page or slide • 1 <i>Planning Process</i> summary page or 2 slides • Project Summary Form submission proof • Up to 4 <i>Content Divider Pages</i> or slides • Up to 30 <i>content pages</i> or 40 <i>content slides</i>	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 points possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	

**RATING ACHIEVED** (circle one)

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

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

## EARLY CHILDHOOD EDUCATION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Documentation of Coursework</b> 0–4 points	<b>0</b> Not documented	<b>1</b> Evidence of Early Childhood Education units, courses, volunteer and/or paid positions poorly documented	<b>2</b> Evidence of Early Childhood Education units, courses, volunteer and/or paid positions loosely documented	<b>3</b> Evidence of Early Childhood Education units, courses, volunteer and/or paid positions documented	<b>4</b> Evidence of Early Childhood Education units, courses, volunteer and/or paid positions well documented	
<b>Lesson Plans</b> 0–3 points	<b>0</b> Not included	<b>1</b> Less than 2 lesson plans included or Early Childhood Education concepts unclear	<b>2</b> 2 lesson plans included and generally exhibit a variety of Early Childhood Education concepts	<b>3</b> 2 lesson plans included and clearly exhibit a variety of Early Childhood Education concepts		
<b>Lesson Plan Objectives</b> 0–3 Points	<b>0</b> Not included	<b>1</b> Less than 2 lesson plan learning objectives included or unclear	<b>2</b> At least 2 lesson plan learning objectives evident	<b>3</b> At least 2 lesson plan learning objectives clearly evident		
<b>Lesson Plan Instructional Strategies &amp; Rationale</b> 0–3 Points	<b>0</b> Not included	<b>1</b> Less than 2 lesson plan instructional strategies and rationale(s) included or unclear	<b>2</b> At least 2 lesson plan instructional strategies and rationale(s) evident	<b>3</b> At least 2 lesson plan instructional strategies and rationale(s) clearly evident		
<b>Lesson Plan Assessment</b> 0–3 Points	<b>0</b> Not included	<b>1</b> Less than 2 lesson plan assessments included or unclear	<b>2</b> At least 2 lesson plan assessments evident	<b>3</b> At least 2 lesson plan assessments clearly evident		
<b>Evidence of Skills</b> 0–4 points	<b>0</b> Not included	<b>1</b> Relevant education, skills, research and experience poorly detailed	<b>2</b> Relevant education, skills, research and experience loosely detailed	<b>3</b> Relevant education, skills, research and experience detailed	<b>4</b> Relevant education, skills, research and experience well detailed	
<b>Evidence of Developmental Knowledge</b> 0–4 points	<b>0</b> Not included	<b>1</b> Chart with information on age-appropriate activities based on developmental stages poorly detailed	<b>2</b> Chart with information on age-appropriate activities based on developmental stages loosely detailed	<b>3</b> Chart with information on age-appropriate activities based on developmental stages detailed	<b>4</b> Chart with information on age-appropriate activities based on developmental stages well detailed	

ACTIVITY						POINTS
<b>Activity Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Activity plan poorly detailed or includes most components (see specifications)	<b>3</b> Activity plan loosely detailed. Includes all components (see specifications)	<b>4</b> Activity plan detailed. Includes all components (see specifications)	<b>5</b> Activity plan well-detailed. Includes all components (see specifications)	
<b>Selection of Activity</b> 0–5 points	<b>0</b> Not explained	<b>1 2</b> Age-appropriate activity selection explained poorly	<b>3</b> Age-appropriate activity selection mostly explained	<b>4</b> Age-appropriate activity selection explained	<b>5</b> Age-appropriate activity selection explained well	
<b>Use of Resources during Activity</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Creativity, safety and variety while completing activity plan unclear	<b>3</b> Creativity, safety and variety while completing activity plan generally evident	<b>4</b> Creativity, safety and variety while completing activity plan evident	<b>5</b> Creativity, safety and variety while completing activity plan clearly evident	
<b>Modification</b> 0–3 points	<b>0</b> Not prepared	<b>1</b> Either poorly prepared or less than 2 modifications for each lesson plan presented	<b>2</b> 2 modifications for each lesson plan mostly prepared	<b>3</b> 2 modifications for each lesson plan well prepared		

## EARLY CHILDHOOD EDUCATION LEVEL 2 RUBRIC (CONTINUED)

<b>Assessment</b> 0–2 points	<b>0</b> Not prepared	<b>1</b> 2 formative and/or summative assessments for each lesson plan poorly prepared	<b>2</b> 2 formative and/or summative assessments for each lesson plan well prepared			
<b>Introduction</b> 0–10 points	<b>0</b> No explanation	<b>1 2 3</b> Directions, instructions and objectives unclear	<b>4 5 6</b> Directions, instructions and objectives mostly explained	<b>7 8</b> Directions, instructions and objectives explained	<b>9 10</b> Directions, instructions and objectives clearly explained	
<b>Activity</b> 0–10 points	<b>0</b> Activity Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> Activity presentation covers some or all topic elements with limited information	<b>4 5 6</b> Activity presentation gives complete information but does not explain the project well	<b>7 8</b> Activity presentation covers information completely but does not flow well	<b>9 10</b> Activity presentation covers all relevant information with a seamless and logical delivery	
<b>Wrap Up</b> 0–5 points	<b>0</b> Objectives not reinforced or summarized	<b>1 2</b> Objectives poorly reinforced or not summarized well	<b>3</b> Objectives generally reinforced and mostly summarized	<b>4</b> Objectives reinforced and summarized	<b>5</b> Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## EARLY CHILDHOOD EDUCATION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Documentation of Coursework 0–4 points	0 Not documented	1 Evidence of Early Childhood Education units, courses, volunteer and/or paid positions poorly documented	2 Evidence of Early Childhood Education units, courses, volunteer and/or paid positions loosely documented	3 Evidence of Early Childhood Education units, courses, volunteer and/or paid positions documented	4 Evidence of Early Childhood Education units, courses, volunteer and/or paid positions well documented	
Lesson Plans 0–3 points	0 Not included	1 Less than 3 lesson plans included or Early Childhood Education concepts unclear	2 3 lesson plans included and generally exhibit a variety of Early Childhood Education concepts	3 3 lesson plans included and clearly exhibit a variety of Early Childhood Education concepts		
Lesson Plan Objectives 0–3 Points	0 Not included	1 Less than 3 lesson plan learning objectives included or unclear	2 At least 3 lesson plan learning objectives evident	3 At least 3 lesson plan learning objectives clearly evident		
Lesson Plan Instructional Strategies & Rationale 0–3 Points	0 Not included	1 Less than 3 lesson plan instructional strategies and rationale(s) included or unclear	2 At least 3 lesson plan instructional strategies and rationale(s) evident	3 At least 3 lesson plan instructional strategies and rationale(s) clearly evident		
Lesson Plan Assessment 0–3 Points	0 Not included	1 Less than 3 lesson plan assessments included or unclear	2 At least 3 lesson plan assessments evident	3 At least 3 lesson plan assessments clearly evident		
Evidence of Skills 0–4 points	0 Not included	1 Relevant education, skills, research and experience poorly detailed	2 Relevant education, skills, research and experience loosely detailed	3 Relevant education, skills, research and experience detailed	4 Relevant education, skills, research and experience well detailed	
Evidence of Developmental Knowledge 0–4 points	0 Not included	1 Evidence developed within past 4 years of age— appropriate activities based on developmental stages unclear	2 Evidence developed within past 4 years of age— appropriate activities based on developmental stages generally evident	3 Evidence developed within past 4 years of age— appropriate activities based on developmental stages evident	4 Evidence developed within past 4 years of age— appropriate activities based on developmental stages clearly evident	

ACTIVITY						POINTS
Activity Plan 0–5 points	0 Not included	1 2 Activity plan poorly detailed or includes most components (see specifications)	3 Activity plan loosely detailed. Includes all components (see specifications)	4 Activity plan detailed. Includes all components (see specifications)	5 Activity plan well-detailed. Includes all components (see specifications)	
Selection of Activity 0–5 points	0 Not explained	1 2 Age-appropriate activity selection explained poorly	3 Age-appropriate activity selection mostly explained	4 Age-appropriate activity selection explained	5 Age-appropriate activity selection explained well	
Use of Resources during Activity 0–5 points	0 Not evident	1 2 Creativity, safety and variety while completing activity plan unclear	3 Creativity, safety and variety while completing activity plan generally evident	4 Creativity, safety and variety while completing activity plan evident	5 Creativity, safety and variety while completing activity plan clearly evident	
Modification 0–3 points	0 Not prepared	1 Either poorly prepared or less than 3 modifications for each lesson plan presented	2 3 modifications for each lesson plan mostly prepared	3 3 modifications for each lesson plan well prepared		

## EARLY CHILDHOOD EDUCATION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Assessment</b> 0–2 points	<b>0</b> Not prepared	<b>1</b> 2 formative and/or summative assessments for each lesson plan poorly prepared	<b>2</b> 2 formative and/or summative assessments for each lesson plan well prepared			
<b>Introduction</b> 0–10 points	<b>0</b> No explanation	<b>1 2 3</b> Directions, instructions and objectives unclear	<b>4 5 6</b> Directions, instructions and objectives mostly explained	<b>7 8</b> Directions, instructions and objectives explained	<b>9 10</b> Directions, instructions and objectives clearly explained	
<b>Activity</b> 0–10 points	<b>0</b> Activity Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> Activity presentation covers some or all topic elements with limited information	<b>4 5 6</b> Activity presentation gives complete information but does not explain the project well	<b>7 8</b> Activity presentation covers information completely but does not flow well	<b>9 10</b> Activity presentation covers all relevant information with a seamless and logical delivery	
<b>Wrap Up</b> 0–5 points	<b>0</b> Objectives not reinforced or summarized	<b>1 2</b> Objectives poorly reinforced or not summarized well	<b>3</b> Objectives generally reinforced and mostly summarized	<b>4</b> Objectives reinforced and summarized	<b>5</b> Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## ENTREPRENEURSHIP

### ENTREPRENEURSHIP

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Proposed businesses may not involve alcohol, substances or activities that violate local school district policy, including weapons, etc. Proposed businesses involving any items listed above will result in immediate disqualification.
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

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

## ENTREPRENEURSHIP COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event Room Consultant at the designated participation time.			
15 minutes	Participant(s) will have 15 minutes to set up for the event. Other persons may not assist. Room Consultants and evaluators will have 15 minutes to preview the <i>portfolio</i> ( <i>hardcopy</i> or electronic) during participant set-up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
20 minutes	The oral presentation may be up to 20 minutes in length. A 1-minute warning will be given at 19 minutes. Participants will be stopped at 20 minutes. If audio or audiovisual recordings are used, they are limited to 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.		
Total Time: 45 Minutes			

## ENTREPRENEURSHIP SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 75 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–10 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 10 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .		

## ENTREPRENEURSHIP SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 50 8 ½" x 11" pages or 60 slides	Business Description	Include name of the new small business and mission statement. Describe services provided, hours of operation and demographics served.	Include name of the new small business and mission statement. Describe services provided, hours of operation and demographics served. Use <i>community</i> 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 and demographics served. Use <i>community</i> survey/ market research data to justify the selected demographics served. Determine the business' feasibility based on the needs and wants of the <i>community</i> where the new business will be located.
	Facility	Describe the physical location (both inside and outside), utility providers and emergency procedures.	Describe the physical location (both inside and outside) including images of the design concept. Describe utility providers, emergency procedures and facility maintenance procedures.	Describe the physical location (both inside and outside) including images of the design concept. Develop a chart of utility providers with contact information and a description of each provider. Prepare emergency procedures and a facility maintenance plan based on recommendations from OSHA.
	Supplies and Equipment	Include list of suppliers, inventory of equipment and supplies and description of maintenance/repair policies.	Include chart of suppliers with contact information and description of each supplier. Develop a detailed inventory of equipment and supplies needed for day-to-day business operations. 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 hierarchy/departments as projected for business growth and characteristics/personality traits important for each position.



## ENTREPRENEURSHIP SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 50 8 ½" x 11" pages or 60 slides (continued)	<b>Personnel Management</b>	Describe hiring procedures, salaries/hourly wages, benefits and employee evaluations/appraisals. Include applicable forms and records.	Describe hiring procedures, salaries/hourly wages, benefits, employee evaluations/appraisals and recruitment/retention policies. Include applicable forms and records. Outline business personnel procedures from hiring and retention to resignation/firing.	
	<b>Funding Sources for Business</b>	Describe methods and sources for business funding.	Describe methods and sources for business funding. Include fee structures and expenses related to securing funding for the business.	Describe methods and sources for business funding. Include fee structures and expenses related to securing funding for the business. Develop a chart to determine your start-up costs.
	<b>Budget</b>	Describe income, expenditures, financial procedures and applicable tax information. Include all applicable forms.	Develop a budget for the first 6 months of business operations, including income, expenditures, financial procedures and applicable tax information. Describe the origin of the figures in your budget. Include all applicable forms.	Develop a budget for the first 12 months of business operations, including income, expenditures, financial procedures and applicable tax information. Describe the origin of the figures in your budget. Include all applicable forms.
	<b>Laws, Regulations and Codes</b>	Describe health, environment, fire, insurance, zoning and other local/county and state codes. (Actual codebooks need not be included.)	Describe health, environment, fire, insurance, zoning and other local/county and state codes. (Actual codebooks need not be included.) Create a chart providing appropriate governmental contact information for the applicable laws, regulations and codes for the business. List specific occupational health/safety trainings, if needed. Provide explanation for the selected laws, regulations and codes included in the <i>portfolio</i> .	
	<b>Marketing Plan</b>	Describe advertising plan (including special events) and include at least 3 sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events) and include at least 4 sample advertisements to cover types of advertising chosen.	Describe advertising plan (including special events) and include at least 6 sample advertisements to cover types of advertising chosen.
	<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	<b>Portfolio Appearance</b>	Business plan must be organized, neat, legible, <i>professional</i> and use correct grammar and spelling.		

## ENTREPRENEURSHIP

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
Oral Presentation	The oral presentation may be up to 20 minutes in length and is delivered to evaluators. The presentation must be <i>professional</i> in nature and summarize the business plan. The presentation cannot be prerecorded. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time. <i>Visuals</i> must be used during the presentation. The <i>portfolio</i> may be used as a visual.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.		
Knowledge of Subject Matter	Show evidence of understanding of entrepreneurial skills including facility management, budget and credit management, personnel management and understanding of government regulations.		
Relationship of Family and Consumer Sciences Coursework	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 FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected business. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of the project. Use original, creative and appealing <i>visuals</i> to enhance the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used.		
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.		

# ENTREPRENEURSHIP

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

# ENTREPRENEURSHIP

## STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by the deadline	<b>1</b> Online Orientation Form completed in the Student Portal by the deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
<b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> The portfolio exceeds the page limit	<div> <b>1</b>  <b>At least 2 errors</b> </div> <div> <b>2</b>  <b>1 error</b> </div> <div> <b>3</b>  <b>no errors</b> </div> The portfolio is completed correctly and does not exceed 64 single-sided pages or 75 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 10 Content Divider Pages or slides</li> <li>• Up to 50 content pages or 60 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible) <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## ENTREPRENEURSHIP LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Business Description</b> 0–5 points	0 Not included	1 2 At least 1 components not listed	3 Business name, mission, services, hours and demographics loosely detailed	4 Business name, mission, services, hours and demographics detailed	5 Business name, mission, services, hours and demographics well detailed	
<b>Facility</b> 0–5 points	0 Not included	1 2 Description of physical location (interior/exterior), utility providers and emergency procedures loosely detailed	3 4 Description of physical location (interior/exterior), utility providers and emergency procedures detailed	5 Description of physical location (interior/exterior), utility providers and emergency procedures well detailed		
<b>Supplies and Equipment</b> 0–5 points	0 Not included	1 2 List of suppliers, equipment/supply inventory and description of maintenance and repair policies loosely detailed	3 4 List of suppliers, equipment/supply inventory and description of maintenance and repair policies detailed	5 List of suppliers, equipment/supply inventory and description of maintenance and repair policies well detailed		
<b>Organizational Chart</b> 0–4 points	0 Not included	1 At least 1 components not listed	2 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth loosely detailed	3 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth detailed	4 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth well detailed	
<b>Personnel Management</b> 0–5 points	0 Not included	1 2 Hiring procedures, wages, benefits and evaluations loosely detailed. Forms and records included but lack detail	3 4 Hiring procedures, wages, benefits and evaluations detailed. Forms and records included	5 Hiring procedures, wages, benefits and evaluations well detailed. Forms and records included		
<b>Funding for Business</b> 0–5 points	0 Not evident	1 2 Methods and sources for business funding loosely detailed	3 4 Methods and sources for business funding detailed	5 Methods and sources for business funding well detailed		
<b>Budget</b> 0–5 points	0 Not included	1 2 Income, expenditures, financial procedures and tax info loosely detailed. All applicable forms included but lack detail	3 4 Income, expenditures, financial procedures and tax info detailed. All applicable forms included	5 Income, expenditures, financial procedures and tax info well detailed. All applicable forms included		
<b>Laws, Regulations and Codes</b> 0–5 points	0 Not included	1 2 Health, environment, fire, insurance and other local/county and state codes loosely detailed	3 4 Health, environment, fire, insurance and other local/county and state codes detailed	5 Health, environment, fire, insurance and other local/county and state codes well detailed		
<b>Marketing Plan</b> 0–5 points	0 Not evident	1 2 Advertising plan including special events and at least 3 sample advertisements loosely detailed	3 4 Advertising plan including special events and at least 3 sample advertisements detailed	5 Advertising plan including special events and at least 3 sample advertisements well detailed		
<b>Works Cited/ Bibliography</b> 0–3 points	0 No sources listed	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

## ENTREPRENEURSHIP LEVEL 1 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible, professional with correct grammar and spelling		
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ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## ENTREPRENEURSHIP LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Business Description 0–5 points	0 Not included	1 2 At least 1 components not listed and/or justification for demographics served unclear	3 Business name, mission, services, hours and demographics loosely detailed. Little justification for demographic served based on data and research	4 Business name, mission, services, hours and demographics detailed. Justification for demographic served based on data and research	5 Business name, mission, services, hours and demographics well detailed. Clear justification for demographic served based on data and research	
Facility 0–5 points	0 Not included	1 2 Description of physical location (interior/exterior), utility providers, emergency and facility maintenance procedures loosely detailed	3 4 Description of physical location (interior/exterior), utility providers, emergency and facility maintenance procedures detailed	5 Description of physical location (interior/exterior), utility providers, emergency and facility maintenance procedures well detailed		
Supplies and Equipment 0–5 points	0 Not included	1 2 Chart of suppliers with contact info and descriptions, day-to- day equipment/supply inventory and provisions for maintenance/care loosely detailed	3 4 Chart of suppliers with contact info and descriptions, day-to- day equipment/supply inventory and provisions for maintenance/care detailed	5 Chart of suppliers with contact info and descriptions, day-to- day equipment/supply inventory and provisions for maintenance/care well detailed		
Organizational Chart 0–4 points	0 Not included	1 At least 1 components not listed	2 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth loosely detailed	3 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth detailed	4 Organizational chart with job titles, descriptions, tasks and projected hierarchy/departments for growth well detailed	
Personnel Management 0–5 points	0 Not included	1 2 Hiring procedures, wages, benefits, evaluations and recruitment/retention policies loosely detailed. Forms and records included but lack detail. Personnel procedures loosely outlined	3 4 Hiring procedures, wages, benefits, evaluations and recruitment/retention policies detailed. Forms and records included. Personnel procedures outlined	5 Hiring procedures, wages, benefits, evaluations and recruitment/retention policies well detailed. Forms and records included. Personnel procedures well outlined		
Funding for Business 0–5 points	0 Not evident	1 2 Methods and sources for business funding loosely detailed Methods/sources for business funding and fee structures/expenses loosely detailed	3 4 Methods/sources for business funding and fee structures/expenses detailed	5 Methods/sources for business funding and fee structures/expenses well detailed		
Budget 0–5 points	0 Not included	1 2 Income, expenditures, financial procedures, tax info and figure origin for the first 6 months loosely detailed. All applicable forms included but lack detail	3 4 Income, expenditures, financial procedures, tax info and figure origin for the first 6 months detailed. All applicable forms included	5 Income, expenditures, financial procedures, tax info and figure origin for the first 6 months well detailed. All applicable forms included		

## ENTREPRENEURSHIP LEVEL 2 RUBRIC (CONTINUED)

<b>Laws, Regulations and Codes</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Health, environment, fire, insurance and other local/county and state codes loosely detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws fairly clear	<b>3 4</b> Health, environment, fire, insurance and other local/county and state codes detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws clear	<b>5</b> Health, environment, fire, insurance and other local/county and state codes well detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws extremely clear		
<b>Marketing Plan</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Advertising plan including special events and at least 4 sample advertisements loosely detailed	<b>3 4</b> Advertising plan including special events and at least 4 sample advertisements detailed	<b>5</b> Advertising plan including special events and at least 4 sample advertisements well detailed		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible, professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			





## ENTREPRENEURSHIP

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## ENTREPRENEURSHIP LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Business Description</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> At least 1 component not listed. Feasibility or justification unclear	<b>3</b> Business name, mission, services, hours, demographics and feasibility loosely detailed. Little justification for demographic served based on data and research	<b>4</b> Business name, mission, services, hours, demographics and feasibility detailed. Justification for demographic served based on data and research	<b>5</b> Business name, mission, services, hours, demographics and feasibility well detailed. Clear justification for demographic served based on data and research	
<b>Facility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Description of physical location (interior/exterior), images of design concept, chart of utility providers, OSHA recommended emergency and maintenance procedures loosely detailed	<b>3 4</b> Description of physical location (interior/exterior), images of design concept, chart of utility providers, OSHA recommended emergency and maintenance procedures detailed	<b>5</b> Description of physical location (interior/exterior), images of design concept, chart of utility providers, OSHA recommended emergency and maintenance procedures well detailed		
<b>Supplies and Equipment</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Chart of suppliers with contact info and descriptions, day-to-day equipment/supply inventory and provisions for maintenance/care loosely detailed	<b>3 4</b> Chart of suppliers with contact info and descriptions, day-to-day equipment/supply inventory and provisions for maintenance/care detailed	<b>5</b> Chart of suppliers with contact info and descriptions, day-to-day equipment/supply inventory and provisions for maintenance/care well detailed		
<b>Organizational Chart</b> 0–4 points	<b>0</b> Not included	<b>1</b> At least 1 components not listed	<b>2</b> Organizational chart with job titles, descriptions, tasks, projected hierarchy/departments for growth and characteristics/personality traits loosely detailed	<b>3</b> Organizational chart with job titles, descriptions, tasks, projected hierarchy/departments for growth and characteristics/personality traits detailed	<b>4</b> Organizational chart with job titles, descriptions, tasks, projected hierarchy/departments for growth and characteristics/personality traits well detailed	
<b>Personnel Management</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Hiring procedures, wages, benefits, evaluations and recruitment/retention policies loosely detailed. Forms and records included but lack detail. Personnel procedures loosely outlined	<b>3 4</b> Hiring procedures, wages, benefits, evaluations and recruitment/retention policies detailed. Forms and records included. Personnel procedures outlined	<b>5</b> Hiring procedures, wages, benefits, evaluations and recruitment/retention policies well detailed. Forms and records included. Personnel procedures well outlined		
<b>Funding for Business</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Methods/sources for business funding, fee structures/expenses and chart for start-up costs loosely detailed	<b>3 4</b> Methods/sources for business funding, fee structures/expenses and chart for start-up costs detailed	<b>5</b> Methods/sources for business funding, fee structures/expenses and chart for start-up costs well detailed		
<b>Budget</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Income, expenditures, financial procedures, tax information and figure origin for the first 12 months loosely detailed. All applicable forms included but lack detail	<b>3 4</b> Income, expenditures, financial procedures, tax information and figure origin for the first 12 months detailed. All applicable forms included	<b>5</b> Income, expenditures, financial procedures, tax information and figure origin for the first 12 months well detailed. All applicable forms included		

## ENTREPRENEURSHIP LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Laws, Regulations and Codes</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Health, environment, fire, insurance and other local/county and state codes loosely detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws fairly clear	<b>3 4</b> Health, environment, fire, insurance and other local/county and state codes detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws clear	<b>5</b> Health, environment, fire, insurance and other local/county and state codes well detailed. Chart with government contact information, list of occupational trainings and explanation of selected laws extremely clear		
<b>Marketing Plan</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Advertising plan including special events and at least 6 sample advertisements loosely detailed	<b>3 4</b> Advertising plan including special events and at least 6 sample advertisements detailed	<b>5</b> Advertising plan including special events and at least 6 sample advertisements well detailed		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible, professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## ENTREPRENEURSHIP

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## EVENT MANAGEMENT

### EVENT MANAGEMENT

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 Levels 3 & 4 participants will also complete an event volunteering experience.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. The event must be planned for an educational institution, *community* or non-profit organization, business or government institution, take place during July 1 and June 30 of the school year before the National Leadership Conference (NLC) and be the work of the participant(s) only. Levels 1 and 2 participants do not have to host the event while Levels 3 & 4 must host their planned event.
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. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## EVENT MANAGEMENT COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	During participant setup time, room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> ( <i>hardcopy</i> or electronic) during participant setup time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
15 minutes	The oral presentation may be up to 15 minutes in length. A 1-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role of student event manager, to present to the evaluators, in the role of the client, the event <i>proposal</i> . 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 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.		
Total Time: 35 Minutes			

## EVENT MANAGEMENT SPECIFICATIONS

EVENT DETAILS	
Event Criteria	As a student event manager, you approach your client (school administrator, city government staff, business manager, <i>community</i> 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- <i>professional portfolio</i> 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 <i>campaigns</i> , etc. Events containing any of the items outlined above will result in immediate disqualification.
Volunteering Experience (Required for Level 2 and Levels 3 & 4 Participants)	Each <i>team</i> participant must volunteer at a school or <i>community</i> event in which at least 50 people attend and which requires a minimum of 2 hours of volunteering service per <i>team</i> member. If all <i>team</i> members volunteer at the same event, only 1 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.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Event Volunteering Experience Summary	Using the Event Volunteering Experience Summary Form, include the following information. Include a copy of the completed form in the <i>portfolio</i> , as indicated. <ul style="list-style-type: none"> <li>• Event Leadership—who is in charge?</li> <li>• Event Goal and Objective(s)</li> <li>• How is success measured for this event?</li> <li>• How many volunteers are utilized at this event?</li> <li>• How is the event promoted/advertised?</li> <li>• What kinds of choices and decisions must the event organizers make? Venue, vendors, décor, marketing, <i>technology</i>, activities, safety, sponsors, etc.?</li> <li>• How do the event organizers handle the stress of the event?</li> <li>• What recommendations would you have to improve the event in the future?</li> <li>• Provide 1–2 photos of the event documenting your participation</li> </ul>		

## EVENT MANAGEMENT SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Time Frame</b>	The event must be planned for an educational institution, <i>community</i> or non-profit organization, business or government institution, take place during July 1 and June 30 of the school year before the National Leadership Conference (NLC) and be the work of the participant(s) only. Levels 1 and 2 participants do not have to host the event while Levels 3 & 4 must host their planned event.		
<b>Allowable Events</b>	<ul style="list-style-type: none"> <li>Fundraisers—dinners, dances, tournaments, etc.</li> <li>Holiday events—breakfast with Santa, Mother’s Day tea, etc.</li> <li>Leadership conferences with multiple speakers or workshops</li> <li>School or <i>community</i> dances</li> <li>Youth or adult athletic tournaments—wrestling, softball, rodeos, etc.</li> <li>Youth or adult non-athletic competitions/tournaments—speech, music, etc.</li> <li><i>Community</i> festivals or tourism events</li> <li>College, career or <i>employments</i> fairs</li> <li>Award ceremonies—hall of fame, teacher of the year banquets, etc.</li> </ul>		
<b>Prohibited Events</b>	<ul style="list-style-type: none"> <li>FCCLA chapter meetings or classroom guest speakers</li> <li>Individual or <i>family</i> parties or events</li> <li>Events not meeting the event attendee or time requirements</li> <li>Any event involving the consumption or sale of prohibited substances or violate school district Policies</li> </ul> <p>Participants whose events are considered prohibited will be disqualified.</p>		
<b>Minimum Number of Event Attendees</b>	25	50	75
<b>Minimum Time Requirement of Planned Event</b>	1 hour—may not exceed 1 day. Does not include setup/teardown time. Event does not need to be implemented.	3 hours—may not exceed 2 days. Does not include setup/teardown time. Event does not need to be implemented.	4 hours—may include multiple days. Does not include setup/teardown time. Event must be implemented.

### PORTFOLIO FORMAT (CHOOSE ONE)

<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 are responsible for providing the <i>technology</i> used to present the project to the evaluators. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . The <i>portfolio</i> may not exceed 77 slides, as described below.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Up to 1– 8 ½” x 11” page or 1 slide</b>	<b>Project Identification Page</b>	Must include participant’s name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½” x 11” page or 1 slide, but cannot be larger.	
<b>1– 8 ½” x 11” page or 1 slide</b>	<b>Table of Contents</b>	List the parts of the <i>portfolio</i> in the order in which the parts appear.	

## EVENT MANAGEMENT SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process Summary Page</i>	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– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
0–8 Content Divider/section pages or slides	<i>Content Divider Pages</i> or sections	Use 0 to 8 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages must be tabbed, must contain a title, a section name, <i>graphic</i> elements, thematic decorations and page numbers. They must not include any other <i>content</i> .	
Up to 50 8 ½" x 11" pages or 60 slides	Event Volunteering Experience		See requirements under Event Volunteering Experience section.
	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/ <i>team event</i> experience. Only current information, educational level and experiences must be included. Format may be of participant's choice.
	Event SMART Goals, Objective(s) and Evaluation	Provide event goal(s) and objective(s) that are specific, measurable, attainable, realistic and timely. Include evaluation criteria to be used to determine event success.	Prepare written proposal introduction (see Level 1) and include participant/ <i>team</i> resume, including references listed (no letter of recommendation required). Only current information, educational level and experiences must be included. Format may be of participant's choice.
	Event Dates and Background Research	Determine event date options.	Provide event goal(s) and objective(s) that are specific, measurable, attainable, realistic and timely. Include evaluation criteria to be used to determine event success. Include a sample evaluation tool.
	Venue/Facility Space	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 <i>community</i> data to support event.
	Event Personnel Chart	Include selected venue/facility maps or diagrams, inclement weather plans, parking, restroom access, etc., to support venue choice.	Include selected venue/facility maps or diagrams, inclement weather plans, parking, restroom access, etc., to support venue choice. Provide 2 options for venue/facility.
		Include an organizational chart and brief description of roles for personnel required to successfully implement the event.	



## EVENT MANAGEMENT SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 50 8 ½" x 11" pages or 60 slides (continued)	Health and Public Safety	Describe event health, public safety and crisis management plans.	
	Planning and Implementation Timeline	Use the provided template to develop a detailed planning and implementation timeline.	
	Target Attendees and Recruitment Strategy	Compiled demographic information for 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 parental status, etc.	
	Sponsor/Advertiser/Exhibitor Recruitment	Identify potential sponsors, advertisers and exhibitors.	Identify potential sponsors, advertisers and exhibitors. Provide 1 sample recruitment method.
	Volunteer Recruitment Strategy	Describe volunteer roles in event implementation, estimated number of volunteers recruited and recruitment methods.	Describe volunteer roles in event implementation, estimated number of volunteers recruited, recruitment methods, time commitments and training information.
	Projected Attendance	Provide event attendance estimate and explain method used to determine number.	
	Suppliers and Vendors	Compile list of recommended suppliers and vendors for event items such as food and beverage, decor, entertainment, paid staff, clean up, etc.	
	Activity Schedule	Develop a proposed schedule of activities for the event.	
	Event Marketing	Plan, prepare and design event logo, event poster and 3 social media post examples. 1 post for each pre, during and post-event promotion.	Plan, prepare and design event logo, event poster and 6 social media post examples. Minimum 1 post for each pre, during and post-event promotion.
	Projected Budget and Options	Include projected budget reflecting required deposits and costs associated with travel, lodging, mileage, food, etc. Participant may select the format.	Include 2 projected budgeting options (low/high) detailing required deposits and costs associated with travel, lodging, mileage, food, etc. Participant may select the format.
	Portfolio Appearance	The <i>portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.	

## EVENT MANAGEMENT SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
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 <i>team</i> , 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 <i>portfolio</i> will be used by the participant during the presentation. 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.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
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	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of <i>Portfolio</i>	Use the <i>portfolio</i> to describe all phases of the proposal/project and to enhance the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.		
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.		

# Event Management

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [Event Volunteering Experience Summary Form](#) (Level 2, 3 & 4 Only)
- [Project Planning and Implementation Timeline Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## EVENT MANAGEMENT

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by the deadline	<b>1</b> Online Orientation Form completed in the Student Portal by the deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
<b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> The portfolio exceeds the page limit	<div> <b>1</b>  <b>At least 2 errors</b> </div> <div> <b>2</b>  <b>1 error</b> </div> <div> <b>3</b>  <b>no errors</b> </div> The portfolio is completed correctly and does not exceed 65 single-sided pages or 77 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 8 Content Divider Pages or slides</li> <li>• Up to 50 content pages or 60 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible) <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## EVENT MANAGEMENT LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Event Proposal Introduction 0–3 points	0 Not included	1 Proposal introduction outlining event description, summary of client needs and provided services loosely detailed	2 Proposal introduction outlining event description, summary of client needs and provided services detailed	3 Proposal introduction outlining event description, summary of client needs and provided services well detailed		
Event SMART Goals, Objectives and Evaluation 0–4 points	0 Not included	1 Goal(s) and objective(s) are not specific, measurable, attainable, realistic or timely; missing evaluation criteria	2 Goal(s) and objective(s) are limited, may not be attainable, realistic or timely; includes evaluation criteria	3 Goal(s) and objective(s) are specific, some are measurable, attainable, realistic or timely; includes evaluation criteria	4 Goal(s) and objective(s) are specific, measurable, attainable, realistic and timely; includes evaluation criteria	
Event Dates and Background – Research 0 or 1 point	0 Not included	1 Event date options are included				
Venue/Facility Space 0–3 points	0 Not included	1 Maps, diagrams, weather plans, parking, restroom access information limited	2 Maps, diagrams, weather plans, parking, restroom access information provided	3 Maps, diagrams, weather plans, parking, restroom access information well detailed		
Event Personnel Chart 0–3 points	0 Not included	1 Organizational chart and description of personnel roles limited	2 Organizational chart and description of personnel roles included	3 Organizational chart and description of personnel roles well detailed		
Health and Public Safety 0–3 points	0 Not included	1 Health, public safety and crisis management plans limited	2 Health, public safety and crisis management plans included	3 Health, public safety and crisis management plans well detailed		
Planning and Implementation Timeline 0–7 points	0 Not included	1 2 Planning and implementation timeline poorly detailed in provided template	3 4 Planning and implementation timeline loosely detailed in provided template	5 6 Planning and implementation timeline detailed in provided template	7 Planning and implementation timeline well detailed in provided template	
Target Attendees and Recruitment Strategy 0–3 points	0 Not included	1 Demographic information and recruitment strategies limited	2 Demographic information and recruitment strategies included	3 Demographic information and recruitment strategies well detailed		
Sponsor/ Advertiser/ Exhibitor Recruitment Strategy 0–2 points	0 Not included	1 Potential sponsors, advertisers and exhibitors unclear	2 Potential sponsors, advertisers and exhibitors clearly identified			
Volunteer Recruitment Strategy 0–3 points	0 Not included	1 An estimated number of volunteers is provided, recruitment methods and volunteer roles unclear	2 Listing of roles, estimated number of volunteers and recruitment methods provided	3 Detailed listing of roles, estimated number of volunteers and recruitment methods provided		
Projected Attendance 0–2 points	0 Not included	1 Estimated attendance provided, method not explained	2 Estimated attendance provided and method explained			
Suppliers and Vendors 0–2 points	0 Not included	1 List of recommended suppliers and vendors limited	2 List of recommended suppliers and vendors well detailed			

## EVENT MANAGEMENT LEVEL 1 RUBRIC (CONTINUED)

<b>Activity Schedule</b> 0–2 points	<b>0</b> Not included	<b>1</b> Proposed schedule of activities provided	<b>2</b> Proposed schedule of activities well detailed			
<b>Event Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Either event logo or event poster not included or less than 3 social media promotion posts developed	<b>2</b> Event logo, event poster and 3 social media promotion posts (pre, during and post-event) provided	<b>3</b> Event logo, event poster and 3 social media promotion posts (pre, during and post-event) well developed		
<b>Projected Budget and Options</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Projected budget including deposits and costs loosely detailed	<b>3 4</b> Projected budget including deposits and costs included	<b>5 6</b> Projected budget including deposits and costs well detailed		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Event Planning and Management</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation	<b>3 4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice—pitch, tempo, volume</b> 0–2 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is good, but could improve	<b>2</b> Voice quality is outstanding and pleasing			
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–2 points	<b>0</b> Extensive (more than 3) grammatical and pronunciation errors	<b>1</b> Few (1–3) grammatical and pronunciation errors	<b>2</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## EVENT MANAGEMENT LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Event Volunteering Experience 0–4 points	0 Not included	1 Event Volunteering Experience Summary Form incomplete and lacks detail	2 Event Volunteering Experience Summary Form complete, but lacks detail	3 Event Volunteering Experience Summary Form complete and detailed	4 Event Volunteering Experience Summary Form complete and well detailed	
Event Proposal Introduction 0–3 points	0 Not included	1 Proposal introduction outlining event description, summary of client needs, provided services and current participant/team event experience loosely detailed	2 Proposal introduction outlining event description, summary of client needs, provided services and current participant/team event experience detailed	3 Proposal introduction outlining event description, summary of client needs, provided services and current participant/team event experience well detailed		
Event SMART Goals, Objectives and Evaluation 0–4 points	0 Not included	1 Goal(s) and objective(s) are not specific, measurable, attainable, realistic or timely; missing evaluation criteria	2 Goal(s) and objective(s) are limited, may not be attainable, realistic or timely; includes evaluation criteria	3 Goal(s) and objective(s) are specific, some are measurable, attainable, realistic or timely; includes evaluation criteria	4 Goal(s) and objective(s) are specific, measurable, attainable, realistic and timely; includes evaluation criteria	
Event Dates and Background – Research 0 or 1 point	0 Not included	1 Event date options are included. Background research to support event provided				
Venue/Facility Space 0–3 points	0 Not included	1 Maps, diagrams, weather plans, parking, restroom access information limited. Only 1 venue/facility option provided	2 Maps, diagrams, weather plans, parking, restroom access information provided. 2 venue/facility options provided	3 Maps, diagrams, weather plans, parking, restroom access information detailed. 2 venue/facility options provided		
Event Personnel Chart 0–2 points	0 Not included	1 Organizational chart and description of personnel roles limited	2 Organizational chart and description of personnel roles included			
Health and Public Safety 0–2 points	0 Not included	1 Health, public safety and crisis management plans limited	2 Health, public safety and crisis management plans well detailed			
Planning and Implementation Timeline 0–7 points	0 Not included	1 2 Planning and implementation timeline poorly detailed in provided template	3 4 Planning and implementation timeline loosely detailed in provided template	5 6 Planning and implementation timeline detailed in provided template	7 Planning and implementation timeline well detailed in provided template	
Target Attendees and Recruitment Strategy 0–3 points	0 Not included	1 Demographic information and recruitment strategies limited	2 Demographic information and recruitment strategies included	3 Demographic information and recruitment strategies well detailed		
Sponsor/ Advertiser/ Exhibitor Recruitment Strategy 0–2 points	0 Not included	1 Either potential sponsors, advertisers and exhibitors unclear or sample recruitment method not provided	2 Potential sponsors, advertisers and exhibitors identified. 1 sample recruitment method provided			

## EVENT MANAGEMENT LEVEL 2 RUBRIC (CONTINUED)

<b>Volunteer Recruitment Strategy</b> 0–3 points	<b>0</b> Not included	<b>1</b> A listing of volunteers is provided but missing information as required	<b>2</b> Listing of roles, estimated number of volunteers, recruitment methods, duties and time requirements provided	<b>3</b> Detailed listing of roles, estimated number of volunteers, recruitment methods, duties and time requirements		
<b>Projected Attendance</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Estimated attendance provided and method explained				
<b>Suppliers and Vendors</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> List of recommended suppliers and vendors included				
<b>Activity Schedule</b> 0–2 points	<b>0</b> Not included	<b>1</b> Proposed schedule of activities provided	<b>2</b> Proposed schedule of activities well detailed			
<b>Event Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Either event logo or event poster not included or less than 6 social media promotion posts developed	<b>2</b> Event logo, event poster and 6 social media promotion posts (pre, during and post-event) provided	<b>3</b> Event logo, event poster and 6 social media promotion posts (pre, during and post-event) well developed		
<b>Projected Budget and Options</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> 2 projected budgeting options (low/high) for costs and deposits loosely detailed	<b>3 4</b> 2 projected budgeting options (low/high) for costs and deposits detailed	<b>5 6</b> 2 projected budgeting options (low/high) for costs and deposits well detailed		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Event Planning and Management</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of planning, budgeting and managing costs is evident but not effectively used in presentation	<b>4</b> Knowledge of planning, budgeting and managing costs is evident and shared at times in the presentation	<b>5</b> Knowledge of planning, budgeting and managing costs is evident and incorporated throughout the presentation. National program identified	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and explained well		
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation	<b>3 4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice—pitch, tempo, volume</b> 0–2 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is good, but could improve	<b>2</b> Voice quality is outstanding and pleasing			
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## EVENT MANAGEMENT LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–2 points	<b>0</b> Extensive (more than 3) grammatical and pronunciation errors	<b>1</b> Few (1–3) grammatical and pronunciation errors	<b>2</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## EVENT MANAGEMENT LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Event Volunteering Experience</b> 0–4 points	<b>0</b> Not included	<b>1</b> Event Volunteering Experience Summary Form incomplete and lacks detail	<b>2</b> Event Volunteering Experience Summary Form complete, but lacks detail	<b>3</b> Event Volunteering Experience Summary Form complete and detailed	<b>4</b> Event Volunteering Experience Summary Form complete and well detailed	
<b>Event Proposal Introduction</b> 0–3 points	<b>0</b> Not included	<b>1</b> Proposal introduction outlining event description, summary of client needs, provided services and current participant/team event experience loosely detailed	<b>2</b> Proposal introduction outlining event description, summary of client needs, provided services, current participant/team event experience and event resume with references detailed	<b>3</b> Proposal introduction outlining event description, summary of client needs, provided services, current participant/team event experience and event resume with references well detailed		
<b>Event SMART Goals, Objectives and Evaluation</b> 0–4 points	<b>0</b> Not included	<b>1</b> Goal(s) and objective(s) are not specific, measurable, attainable, realistic or timely; missing evaluation criteria or sample tool	<b>2</b> Goal(s) and objective(s) are limited, may not be attainable, realistic or timely; includes evaluation criteria and sample tool	<b>3</b> Goal(s) and objective(s) are specific, some are measurable, attainable, realistic or timely; includes evaluation criteria and sample tool	<b>4</b> Goal(s) and objective(s) are specific, measurable, attainable, realistic and timely; includes evaluation criteria and sample tool	
<b>Event Dates and Background – Research</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Event date options are included. Background research to support event provided				
<b>Venue/Facility Space</b> 0–3 points	<b>0</b> Not included	<b>1</b> Maps, diagrams, weather plans, parking, restroom access information limited. Only 1 venue/facility option provided	<b>2</b> Maps, diagrams, weather plans, parking, restroom access information provided. 2 venue/facility options provided	<b>3</b> Maps, diagrams, weather plans, parking, restroom access information detailed. 2 venue/facility options provided		
<b>Event Personnel Chart</b> 0–2 points	<b>0</b> Not included	<b>1</b> Organizational chart and description of personnel roles limited	<b>2</b> Organizational chart and description of personnel roles included			
<b>Health and Public Safety</b> 0–2 points	<b>0</b> Not included	<b>1</b> Health, public safety and crisis management plans limited	<b>2</b> Health, public safety and crisis management plans well detailed			
<b>Planning and Implementation Timeline</b> 0–7 points	<b>0</b> Not included	<b>1 2</b> Planning and implementation timeline poorly detailed in provided template	<b>3 4</b> Planning and implementation timeline loosely detailed in provided template	<b>5 6</b> Planning and implementation timeline detailed in provided template	<b>7</b> Planning and implementation timeline well detailed in provided template	
<b>Target Attendees and Recruitment Strategy</b> 0–3 points	<b>0</b> Not included	<b>1</b> Demographic information and recruitment strategies limited	<b>2</b> Demographic information and recruitment strategies included	<b>3</b> Demographic information and recruitment strategies well detailed		
<b>Sponsor/Advertiser/Exhibitor Recruitment Strategy</b> 0–2 points	<b>0</b> Not included	<b>1</b> Either potential sponsors, advertisers and exhibitors unclear or less than 2 sample recruitment methods provided	<b>2</b> Potential sponsors, advertisers and exhibitors identified. 2 sample recruitment methods provided			

## EVENT MANAGEMENT LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Volunteer Recruitment Strategy</b> 0–3 points	<b>0</b> Not included	<b>1</b> A listing of volunteers is provided but missing information as required	<b>2</b> Listing of roles, estimated number of volunteers, recruitment methods, duties and time requirements provided	<b>3</b> Detailed listing of roles, estimated number of volunteers, recruitment methods, duties and time requirements		
<b>Projected Attendance</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Estimated attendance provided and method explained				
<b>Suppliers and Vendors</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> List of recommended suppliers and vendors included				
<b>Activity Schedule</b> 0–2 points	<b>0</b> Not included	<b>1</b> Proposed schedule of activities provided	<b>2</b> Proposed schedule of activities well detailed			
<b>Event Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Either event logo or event poster not included or less than 9 social media promotion posts developed	<b>2</b> Event logo, event poster and 9 social media promotion posts (pre, during and post-event) provided	<b>3</b> Event logo, event poster and 9 social media promotion posts (pre, during and post-event) well developed		
<b>Projected Budget and Options</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> 3 projected budgeting options (low/medium/high) for costs and deposits loosely detailed	<b>3 4</b> 3 projected budgeting options (low/medium/high) for costs and deposits detailed	<b>5 6</b> 3 projected budgeting options (low/medium/high) for costs and deposits well detailed		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> No portfolio present	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Event Planning and Management</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of planning, budgeting and managing costs is evident but not effectively used in presentation	<b>4</b> Knowledge of planning, budgeting and managing costs is evident and shared at times in the presentation. National program identified	<b>5</b> Knowledge of planning, budgeting and managing costs is evident and incorporated throughout the presentation. National program and career pathway identified	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio during Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation	<b>3 4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice—pitch, tempo, volume</b> 0–2 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is good, but could improve	<b>2</b> Voice quality is outstanding and pleasing			

## EVENT MANAGEMENT LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–2 points	<b>0</b> Extensive (more than 3) grammatical and pronunciation errors	<b>1</b> Few (1–3) grammatical and pronunciation errors	<b>2</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## FASHION CONSTRUCTION

### FASHION CONSTRUCTION

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. Prior to conference and using new materials, participants construct a garment or ensemble that dresses a child or adult's upper and lower body. Garment/ensemble must include fashion construction techniques. *Display* finished product along with appropriate accessories. Participants must prepare a *display*, sample garment, *file folder* and an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. All *visuals* and *props* must be within the *display* (handouts, samples, etc.) and may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Display</i> , Sample Garment, Oral Presentation and Skill Area Selection Chart	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No Mannequin - No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## FASHION CONSTRUCTION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with the required documents to the event room consultant at the designated participation time.			
5 minutes	Participants will have 5 minutes to set up their <i>display</i> . Other persons may not assist.		
10 minutes	Evaluators and room consultants will have up to 10 minutes to inspect the garment or ensemble for the skill areas indicated by the participant.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 35 Minutes			

## FASHION CONSTRUCTION SPECIFICATIONS

PRESENTATION FORMAT	
<b>Display</b>	<p>A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined presentation surfaces</i>. The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i>. Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i>. Participants using a tabletop <i>display</i> are allowed a standing <i>mannequin</i> in addition to their table space, however, all other information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Participants using a freestanding <i>display</i> may use a standing <i>mannequin</i> or dress form within the <i>dimensions</i> of the freestanding space. Scrapbooks, <i>flip charts</i>, <i>portfolios</i> and <i>photo albums</i> are not allowed. Each <i>display</i> must include the items listed below. Displays may not have items on the back of the board.</p> <p><b>NOTE:</b> The <i>display</i> may not contain a live <i>model</i>. Neither participant nor assistant may <i>model</i> the garment/accessory during the presentation.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<i>Project Identification Page</i>	Must include participant’s name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½” x 11” page, but cannot be larger.		
<i>FCCLA Planning Process Summary Page</i>	1– 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.		
<i>Fabric Profile Swatch and Size</i>	1 -11” x 17” page on <i>plain paper</i> , single–sided only.	1 - 11” x 17” page on <i>plain paper</i> , single–sided only.	
<i>Fabric Profile Content, Type, Care</i>	1 - 11” x 17” page on <i>plain paper</i> , single–sided only. For each fabric used, include: <ul style="list-style-type: none"><li>• fabric swatch</li><li>• <i>fiber content</i> (raw material source)</li><li>• fabric type</li><li>• <i>fabric care</i></li></ul>	For each fabric used, include: <ul style="list-style-type: none"><li>• fabric swatch</li><li>• <i>fiber content</i> (raw material source)</li><li>• fabric type, finishes, properties, performance</li><li>• <i>fabric care</i></li></ul>	
<i>Cost Itemization</i>	1– 8 ½” x 11” paper, one side only. Show a list of all supplies/notions used to make the product with quantities, unit costs and total costs.		

## FASHION CONSTRUCTION SPECIFICATIONS (CONTINUED)

<b>Photo Storyboard</b>	Provide 5–8 photos of the project’s progression and the final project worn by <i>model</i> . Include detailed explanation for each step.	Provide 6–10 photos of the project’s progression and the final project worn by <i>model</i> . Include detailed explanation for each step.	Provide 11–15 photos of the project’s progression and the final project worn by <i>model</i> . Include detailed explanation for each step.
<b>Coordinates</b>	Include garments/accessories that complement the project garment/ensemble. Coordinates must be arranged attractively in the <i>display</i> (may be placed on <i>mannequin</i> , if used).		
<b>Display Appearance</b>	<i>Display</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

### PRESENTATION FORMAT

<b>File Folder</b>	Participants will submit one letter–size <i>file folder</i> 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 <i>file folder</i> must be labeled (either typed or handwritten) in the top left corner with the name of event, event level, participant’s name and state.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Time Log	1– 8 ½" x 11" page with a log indicating time invested in designing and making garment/accessory. Include total hours.		
Skill Area Selection Chart	Include a completed copy of the Skill Area Selection Chart with 6 skills represented in the project.	Include a completed copy of the Skill Area Selection Chart with 8 skills represented in the project.	Include a completed copy of the Skill Area Selection Chart with 10 skills represented in the project.
Marketing Description		1– 8 ½" x 11" page with a marketing description that could be used to secure future orders of the Fashion Construction product. Include product name, description of target <i>audience</i> , description of product and product unique characteristics.	
Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		

### PRESENTATION FORMAT

<b>Oral Presentation</b>	The oral presentation may be up to 10 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.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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.		
Marketing		Explain how the marketing description was developed and how it may be used for potential product sales.	
Use of <i>Visuals</i> and <i>Display</i>	Design original, appealing <i>visuals</i> and <i>display</i> . Use these effectively during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used.		
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.		



## FASHION CONSTRUCTION

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT				
Construction Skills		Participants are to select a project that showcases their construction skills.		
SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Number of Required Skills		Identify a minimum of 6 skill areas from the Skill Area Selection Chart.	Identify a minimum of 8 skill areas from the Skill Area Selection Chart.	
Construction		Construction must exhibit effective form and function.		
Workmanship		Product must exhibit high quality workmanship and must be marketable.		
Creativity		Design and product must reflect creativity, imagination and innovation.		
Selected Fashion Construction Skill Area		Products will be evaluated on their choice of fashion construction skill areas.		



# FASHION CONSTRUCTION

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- Mannequin
  - Traveling to the National Leadership Conference with a traditional mannequin or dress form can pose challenges due to its bulkiness. A more convenient alternative is to use an inflatable mannequin, which allows for easy packing and transportation.
- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## FASHION CONSTRUCTION STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	<b>0</b> No	<b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by deadline		Online Orientation Form completed in the Student Portal by deadline	
	<b>0</b>	<b>1</b>		
<b>Display Set-Up</b> 0 or 1 point	Participants did not set up their display within allotted time period		Participants set up display during allotted time period	
	<b>0</b>	<b>1</b>		
<b>Display Dimensions</b> 0 or 1 point	Display does not fit with the appropriate dimensions/objects not returned within display after presentation		Display fits with the appropriate dimensions/objects returned within display after presentation	
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>File Folder</b> 0–2 points	No File Folder presented	File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	File Folder is presented with correct labeling and evaluators material • Evidence of Online Project Summary Submission • Time Log • Skill Area Chart • Marketing Description (Levels 2 and 3 & 4 only)	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation		<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed		<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b>				<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible)
Evaluator 1: _____	Initials: _____			
Evaluator 2: _____	Initials: _____			
Evaluator 3: _____	Initials: _____			
Total Score: _____	Divided by # of Evaluators			
	<b>= AVERAGE EVALUATOR SCORE</b>			<b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## FASHION CONSTRUCTION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Project ID Page</b> 0 or 1 point	<b>0</b> Project ID page is missing or incomplete	<b>1</b> Project ID page is present and completed correctly				
<b>Fabric Profile—Swatch and Size</b> 0 or 1 point	<b>0</b> No fabric swatch provided or profile on paper larger than 11" x 17"	<b>1</b> Fabric swatch provided and profile is on paper not larger than 11" x 17"				
<b>Fabric Profile—Content, Type, Care</b> 0–2 points	<b>0</b> Information is either not provided or incorrect (see specifications)	<b>1</b> Information is incomplete or incorrect (see specifications)	<b>2</b> Information is complete and correct (see specifications)			
<b>Cost Itemization Accuracy</b> 0–3 points	<b>0</b> Calculations not provided	<b>1</b> Calculations are incomplete or incorrect	<b>2</b> Calculations are complete with minimal error	<b>3</b> Calculations are complete and contain no errors		
<b>Photo Storyboard</b> 0–3 points	<b>0</b> More or less than 5–8 photographs or no story board provided	<b>1</b> 5–8 photographs and explanation of product process poorly detailed or illogically ordered	<b>2</b> 5–8 photographs and explanation of product process detailed and in logical order	<b>3</b> 5–8 photographs and explanation of product process well detailed and in logical order		
<b>Coordinates</b> 0–3 points	<b>0</b> No coordinates included	<b>1</b> Coordinates detract from display	<b>2</b> Coordinates are somewhat complimentary	<b>3</b> Coordinates well chosen, very complementary		
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

FILE FOLDER AND ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Construction</b> 0–5 points	<b>0</b> Construction knowledge is not evident	<b>1 2</b> Construction knowledge is limited	<b>3</b> Evidence of Construction knowledge, but not used effectively in the presentation	<b>4</b> Construction knowledge is evident and used in the presentation	<b>5</b> Construction knowledge is clearly evident and used effectively in the presentation	
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		

## FASHION CONSTRUCTION LEVEL 1 RUBRIC (CONTINUED)

Responses to Evaluators' Questions 0–3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		
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CONSTRUCTION SKILLS						POINTS
Effectiveness of Product Construction 0–3 points	0 Both form and function need improvement	1 Satisfactory form or function, but not both	2 Good form and function	3 Outstanding form and function		
Overall Quality of Workmanship 0–3 points	0 Low quality, not marketable	1 Marginal quality of workmanship	2 Fair quality, somewhat marketable	3 Very good quality, marketable		
Creativity, Imagination and Innovation 0–3 points	0 No evidence	1 Little evidence	2 Some evidence	3 Highly creative, innovative		
Selected Skill Areas 0–24 points	See separate Fashion Construction Skill Area Rubric for additional criteria ratings. Transfer total points earned for 6 selected skill areas to the “score” column at right					

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## FASHION CONSTRUCTION SKILL SELECTION CHART LEVEL 1

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Each participant's project must represent 6 of the skills listed below. Each participant will turn in 3 copies of this page at the designated participation time. Check the 6 selected skills represented in the project and indicate where the selected skills appear on the project. If more than 6 skills are represented, participants must check the 6 that best reflect the quality and difficulty of work accomplished. If participants check more than 6 skills, only the first 6 on the list 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. A "0" will be recorded on the Skill Area Rubric if the project product is not included in the *display*.

SKILL SELECTION	SKILL SELECTED		SKILL APPEARS
Include in your design a minimum of 6 skills from the list below:	Yes	No	Indicate where skill appears on project:
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, Magnets			
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			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery—hand/machine			

## FASHION CONSTRUCTION SKILL AREA RUBRIC LEVEL 1

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for the 6 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 the points total and enter in the Selected Skill Area “Points” column on the Fashion Construction Rubric.

EVALUATION CRITERIA (6 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
Darts, Tucks and/or Pleats	0	1 2	3	4	
Gathering, Ruffles, Shirring, Ruching	0	1 2	3	4	
Seam Finish—Stitched & Pinked, Bound or Serged	0	1 2	3	4	
French, Flat–Felled, Lapped or Slot Seam	0	1 2	3	4	
Shaped Seams—Princess \or Eased	0	1 2	3	4	
Graded, Trimmed, Clipped and/or Notched Seams	0	1 2	3	4	
Set–In, Raglan or Kimono Sleeves	0	1 2	3	4	
Shoulder or Spaghetti Straps	0	1 2	3	4	
Zipper—Centered, Lapped, Invisible or Separating Fly Front	0	1 2	3	4	
Buttons—Shank, Sew–Through or Covered	0	1 2	3	4	
Buttonholes—Hand Or Machine, Bound or Loops	0	1 2	3	4	
Collar, Placket, Tabs or Epaulets	0	1 2	3	4	
Waistband or Sleeve Band	0	1 2	3	4	
Pockets—Patch, Inseam, Front Hip or Welt	0	1 2	3	4	
Facings—Neckline, Armhole or Hemline	0	1 2	3	4	
Boning	0	1 2	3	4	
Lining	0	1 2	3	4	
Closures—Grommets, Hooks, Eyes, Snaps, Magnets	0	1 2	3	4	
Hand Stitching Other Than Hemming	0	1 2	3	4	
Blind–Stitched Or Rolled Hem	0	1 2	3	4	
Embellishments—Applique, Felting, Smocking, Piping, Beading or Trims	0	1 2	3	4	
3–D, Laser Printing	0	1 2	3	4	
Fiber Optics, Electronics/Technology	0	1 2	3	4	
Reversible Design	0	1 2	3	4	
Cuffs	0	1 2	3	4	
Belt Loops	0	1 2	3	4	
Crochet/Knit Elements	0	1 2	3	4	
Elastic/drawstring casing	0	1 2	3	4	
Matching plaids or striped fabrics	0	1 2	3	4	
Embroidery–hand/machine	0	1 2	3	4	
Evaluator’s Comments—Include two things done well and two opportunities for improvement:					
					TOTAL (24 Points Possible)

## FASHION CONSTRUCTION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Project ID Page</b> 0 or 1 point	<b>0</b> Project ID page is missing or incomplete	<b>1</b> Project ID page is present and completed correctly				
<b>Fabric Profile–Swatch and Size</b> 0 or 1 point	<b>0</b> No fabric swatch provided or profile on paper larger than 11" x 17"	<b>1</b> Fabric swatch provided and profile is on paper not larger than 11" x 17"				
<b>Fabric Profile–Content, Type, Care</b> 0–2 points	<b>0</b> Information is either not provided or incorrect (see specifications)	<b>1</b> Information is incomplete or incorrect (see specifications)	<b>2</b> Information is complete and correct (see specifications)			
<b>Cost Itemization Accuracy</b> 0–3 points	<b>0</b> Calculations not provided	<b>1</b> Calculations are incomplete or incorrect	<b>2</b> Calculations are complete with minimal error	<b>3</b> Calculations are complete and contain no errors		
<b>Photo Storyboard</b> 0–3 points	<b>0</b> More or less than 6–10 photographs or no story board provided	<b>1</b> 6–10 photographs and explanation of product process poorly detailed or illogically ordered	<b>2</b> 6–10 photographs and explanation of product process detailed and in logical order	<b>3</b> 6–10 photographs and explanation of product process well detailed and in logical order		
<b>Coordinates</b> 0–3 points	<b>0</b> No coordinates included	<b>1</b> Coordinates detract from display	<b>2</b> Coordinates are somewhat complimentary	<b>3</b> Coordinates well chosen, very complementary		
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Construction</b> 0–5 points	<b>0</b> Construction knowledge is not evident	<b>1 2</b> Construction knowledge is limited	<b>3</b> Evidence of Construction knowledge, but not used effectively in the presentation	<b>4</b> Construction knowledge is evident and used in the presentation	<b>5</b> Construction knowledge is clearly evident and used effectively in the presentation	
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice–pitch, tempo, volume</b> 0–3 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		

## FASHION CONSTRUCTION LEVEL 2 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CONSTRUCTION SKILLS					POINTS	
<b>Effectiveness of Product Construction</b> 0–3 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Good form and function	<b>3</b> Outstanding form and function		
<b>Overall Quality of Workmanship</b> 0–3 points	<b>0</b> Low quality, not marketable	<b>1</b> Marginal quality of workmanship	<b>2</b> Fair quality, somewhat marketable	<b>3</b> Very good quality, marketable		
<b>Creativity, Imagination and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate Fashion Construction Skill Area Rubric for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "score" column at right					

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	



## FASHION CONSTRUCTION SKILL SELECTION CHART LEVEL 2

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Each participant's project must represent 8 of the skills listed below. Each participant will turn in 3 copies of this page at the designated participation time. Check the 8 selected skills represented in the project and indicate where the selected skills appear on the project. If more than 8 skills are represented, participants must check the 8 that best reflect the quality and difficulty of work accomplished. If participants check more than 8 skills, only the first 8 on the list 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. A "0" will be recorded on the Skill Area Rubric if the project product is not included in the *display*.

SKILL SELECTION	SKILL SELECTED		SKILL APPEARS
Include in your design a minimum of 8 skills from the list below:	Yes	No	Indicate where skill appears on project:
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, Magnets			
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			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery—hand/machine			

## FASHION CONSTRUCTION SKILL AREA RUBRIC LEVEL 2

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for the 8 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 the points total and enter in the Selected Skill Area “Points” column on the Fashion Construction Rubric.

EVALUATION CRITERIA (8 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
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, Magnets	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	
Cuffs	0	1	2	3	
Belt Loops	0	1	2	3	
Crochet/Knit Elements	0	1	2	3	
Elastic/drawstring casing	0	1	2	3	
Matching plaids or striped fabrics	0	1	2	3	
Embroidery–hand/machine	0	1	2	3	
Evaluator’s Comments—Include two things done well and two opportunities for improvement:					
					TOTAL (24 Points Possible)

## FASHION CONSTRUCTION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
Project ID Page 0 or 1 point	0 Project ID page is missing or incomplete	1 Project ID page is present and completed correctly				
Fabric Profile— Swatch and Size 0 or 1 point	0 No fabric swatch provided or profile on paper larger than 11" x 17"	1 Fabric swatch provided and profile is on paper not larger than 11" x 17"				
Fabric Profile— Content, Type, Care 0–2 points	0 Information is either not provided or incorrect (see specifications)	1 Information is incomplete or incorrect (see specifications)	2 Information is complete and correct (see specifications)			
Cost Itemization Accuracy 0–3 points	0 Calculations not provided	1 Calculations are incomplete or incorrect	2 Calculations are complete with minimal error	3 Calculations are complete and contain no errors		
Photo Storyboard 0–3 points	0 More or less than 11–15 photographs or no story board provided	1 11–15 photographs and explanation of product process poorly detailed or illogically ordered	2 11–15 photographs and explanation of product process detailed and in logical order	3 11–15 photographs and explanation of product process well detailed and in logical order		
Coordinates 0–3 points	0 No coordinates included	1 Coordinates detract from display	2 Coordinates are somewhat complimentary	3 Coordinates well chosen, very complementary		
Display Appearance 0–5 points	0 No display present	1 2 Display has many errors and is not aesthetically pleasing	3 The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	4 Display is neat, legible, professional and creative with correct grammar and spelling	5 Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
Organization/ Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Construction 0–5 points	0 Construction knowledge is not evident	1 2 Construction knowledge is limited	3 Evidence of Construction knowledge, but not used effectively in the presentation	4 Construction knowledge is evident and used in the presentation	5 Construction knowledge is clearly evident and used effectively in the presentation	
Use of Display During Presentation 0–5 points	0 Display not used during presentation	1 2 Display used minimally during presentation OR was used to limited amount of speaking time	3 Display incorporated throughout presentation	4 Display used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display	
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		

## FASHION CONSTRUCTION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CONSTRUCTION SKILLS					POINTS	
<b>Effectiveness of Product Construction</b> 0–3 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Good form and function	<b>3</b> Outstanding form and function		
<b>Overall Quality of Workmanship</b> 0–3 points	<b>0</b> Low quality, not marketable	<b>1</b> Marginal quality of workmanship	<b>2</b> Fair quality, somewhat marketable	<b>3</b> Very good quality, marketable		
<b>Creativity, Imagination and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate Fashion Construction Skill Area Rubric for additional criteria ratings. Transfer total points earned for 10 selected skill areas to the "score" column at right					

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## FASHION CONSTRUCTION

### SKILL SELECTION CHART LEVELS 3 & 4

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Each participant's project must represent 8 of the skills listed below. Each participant will turn in 3 copies of this page at the designated participation time. Check the 8 selected skills represented in the project and indicate where the selected skills appear on the project. If more than 8 skills are represented, participants must check the 8 that best reflect the quality and difficulty of work accomplished. If participants check more than 8 skills, only the first 8 on the list 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. A "0" will be recorded on the Skill Area Rubric if the project product is not included in the *display*.

SKILL SELECTION	SKILL SELECTED		SKILL APPEARS
	Yes	No	
Include in your design a minimum of 8 skills from the list below:			Indicate where skill appears on project:
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, Magnets			
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			
Cuffs			
Belt Loops			
Crochet/Knit Elements			
Elastic/drawstring casing			
Matching plaids or striped fabrics			
Embroidery—hand/machine			

## FASHION CONSTRUCTION SKILL AREA RUBRIC LEVELS 3 & 4

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for the 8 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 the points total and enter in the Selected Skill Area “Points” column on the Fashion Construction Rubric.

EVALUATION CRITERIA (8 SELECTED SKILLS)					POINTS
Possible Points: 0–24	Not Done	Low Quality	Quality	High Quality	
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, Magnets	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	
Cuffs	0	1	2	3	
Belt Loops	0	1	2	3	
Crochet/Knit Elements	0	1	2	3	
Elastic/drawstring casing	0	1	2	3	
Matching plaids or striped fabrics	0	1	2	3	
Embroidery–hand/machine	0	1	2	3	
Evaluator’s Comments—Include two things done well and two opportunities for improvement:					
					TOTAL (24 Points Possible)

## FASHION DESIGN

### 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 2 or 4-piece collection and construct one collection sample. 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. Eligible participants are members who are currently or have been enrolled in a Family and Consumer Sciences course preparing them for careers or *employment* in the Visual Arts and Design career pathway.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competition.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. 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.
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> , Sample Garment and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No Mannequin - No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## FASHION DESIGN COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4
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.	
15 minutes	The oral presentation may be up to 15 minutes in length. A 1-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 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.	
Total Time: 45 Minutes		

## FASHION DESIGN SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one-sided and may not exceed 57 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 68 slides, as described below.

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
1 – 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.	
1 – 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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 – 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
10 – 8 ½" x 11" page or 10 slides	<b>Pattern Instructions</b>	Provide and present complete pattern instructions for sampled project garment(s).	
0–8 <i>Content Divider/section pages or slides</i>	<b>Content Divider Pages or sections</b>	Use 0 to 8 <i>content divider/section pages or slides</i> . <i>Content divider/section pages</i> 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)

SPECIFICATIONS	LEVEL 2		LEVELS 3 & 4
Up to 39 8 ½" x 11" pages or 45 slides	Label and Explanation	Develop a clothing label. Present label and explain the market for clothing or accessories under this label and the inspiration for choice of this label, including any inspiration from historical trends or designers and its market.	
	Knowledge of the Intended Audience	Include buyer demographics and buyer appeal (describe reasons behind intended audience's clothing choices).	
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at minimum, the following information for each swatch: <ul style="list-style-type: none"> <li>General fabric appearance (plaid, solid, matte, shiny, etc.)</li> <li>Fiber content</li> <li>Fabric care</li> <li>Fabric characteristics</li> </ul> Each fabric profile must be no more than one-half of an 8½" x 11" page.	
	Collection Design	Develop a collection of 2 original designs. Designs must cover the top and bottom half of the body. Multiple garments may be included. Each design must be on a separate page and in full color, drawn either by hand or with a digital program. All designs must include a design description, a swatch of the fabric(s) and sample trimming(s), notions that would be used in production, garment care information and available intended sizes. Information for each design may take up to 3 - 8½" x 11" pages or a total of up to 6 pages.	Develop a collection of 4 original designs. Designs must cover the top and bottom half of the body. Multiple garments may be included. Each design must be on a separate page and be full color, drawn either by hand or with a digital program. All designs must include a design description, a swatch of the fabric(s) and sample trimming(s), notions that would be used in production, garment care information and available intended sizes. Information for each design may take up to 3 - 8½" x 11" pages or a total of up to 12 pages.
	Collection Sample Photo	Include a photo of the collection sample garment being worn by an individual representing a member of the intended audience.	
	Collection Sample Pattern	Provide and present a complete collection sample pattern including all pieces with appropriate assembly labels in an envelope along with the portfolio.	
	Career Path	Research the fashion design career path and describe entry-level requirements, job and salary outlook.	Develop a career path that includes 5 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 formatting when citing sources. All sources must be reliable and current.	
	Portfolio Appearance	Portfolio must be neat, legible and professional and use correct grammar and spelling.	

## FASHION DESIGN SPECIFICATIONS (CONTINUED)

PRESENTATION SAMPLE	
Collection Sample	The collection sample will consist of one actual-size prototype of a design from the collection constructed solely by the participant from the intended production materials. The sample must be presented to evaluators with the <i>portfolio</i> before the presentation and displayed with the collection sample pattern during the presentation. The collection sample may be displayed using a <i>mannequin</i> , dress form or other method chosen by the participant but may not be modeled by the participant or another individual during the presentation.
Collection Sample Condition	The collection sample must be of actual size, well-constructed by the participant and appropriate for a <i>professional</i> presentation. The sample must demonstrate a basic knowledge of fashion construction skills and adequately represent the planned final product for future manufacturing.

PRESENTATION SAMPLE	
Oral Presentation	The oral presentation may be up to 15 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 1-minute of playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.	
Knowledge of Textiles, Fashion and Apparel	Demonstrate thorough knowledge and use of concepts, techniques and vocabulary associated with textiles, fashion and apparel.	
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
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	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.	
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.	

## FASHION DESIGN

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- Mannequin
  - Traveling to the National Leadership Conference with a traditional mannequin or dress form can pose challenges due to its bulkiness. A more convenient alternative is to use an inflatable mannequin, which allows for easy packing and transportation.
- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## FASHION DESIGN

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event <i>Online Orientation Form</i></b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b><i>Hardcopy Portfolio</i></b> 0 or 1 point <b>OR</b> <b><i>Electronic Portfolio</i></b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b><i>Portfolio Pages</i></b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>2</b> <b>3</b> <b>At least 2 errors</b> <b>1 error</b> <b>no errors</b> Portfolio is completed correctly and does not exceed 57 single-sided pages or 68 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• 10 Pattern Instruction pages or 10 slides</li> <li>• Up to 8 Content Divider Pages or slides</li> <li>• Up to 39 content pages or 45 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_

Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_

Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_

Initials: \_\_\_\_\_

Total Score: \_\_\_\_\_


*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

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

<b>Gold:</b> 90–100	<b>Silver</b> 89.99
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**ROOM CONSULTANT TOTAL**  
(8 Points Possible)

**AVERAGE EVALUATOR SCORE**  
 (92 Points Possible)

**FINAL SCORE**  
(Average Evaluator Score plus  
Room Consultant Score)

**RATING ACHIEVED** (circle one)

**Gold: 90–100**

Silver: 70–89.99

**Bronze: 1–69.99**

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

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

## FASHION DESIGN LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process Summary not provided	<b>1 2</b> Planning Process steps are not clearly summarized or are inadequate	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Pattern Instructions</b> 0–4 points	<b>0</b> Not included	<b>1 2 3</b> Complete pattern instructions for sampled project garment(s) included but missing information	<b>4</b> Complete pattern instructions for sampled project garment(s) included			
<b>Label and Explanation</b> 0–2 points	<b>0</b> Not included	<b>1</b> Presented label's market explanation and choice inspiration not evident	<b>2</b> Presented label's market explanation and choice inspiration evident			
<b>Knowledge of the Intended Audience</b> 0–3 points	<b>0</b> Not included	<b>1</b> Either buyer appeal or demographics not included. Reasoning for intended audience's clothing choice poorly detailed	<b>2</b> Buyer appeal and demographics included. Reasoning for intended audience's clothing choice detailed	<b>3</b> Buyer appeal and demographics included. Reasoning for intended audience's clothing choice well detailed		
<b>Fabric Profiles</b> 0–5 points	<b>0</b> Not included	<b>1 2 3</b> Fabric selection criteria not met (see specifications)	<b>4 5</b> Fabric selection criteria met (see specifications)			
<b>Collection Design</b> 0–12 points	<b>0</b> No designs included	<b>1 2 3</b> Less than 2 designs included or do not meet criteria (see specifications)	<b>4 5 6</b> 2 original designs included and generally meet criteria (see specifications)	<b>7 8 9</b> 2 original designs included and meet criteria (see specifications)	<b>10 11 12</b> 2 highly original designs included and clearly meet criteria (see specifications)	
<b>Collection Sample Photo</b> 0–2 points	<b>0</b> No photo included	<b>1</b> Included photo is not of sample garment or is not worn by a member representing the intended audience	<b>2</b> Collection sample photo included of garment being worn by an individual representing a member of the intended audience			
<b>Career Path</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Research for entry-level requirements, job and salary outlook poorly detailed	<b>3</b> Research for entry-level requirements, job and salary outlook loosely detailed	<b>4</b> Research for entry-level requirements, job and salary outlook detailed	<b>5</b> Research for entry-level requirements, job and salary outlook well detailed	
<b>Collection Sample Pattern</b> 0–5 points	<b>0</b> Collection sample pattern, pieces and assembly labels not included	<b>1 2</b> Collection sample pattern is incomplete and most pieces included. Assembly labels poorly detailed	<b>3</b> Collection sample pattern complete and all pieces included. Assembly labels loosely detailed	<b>4</b> Collection sample pattern complete and all pieces included. Assembly labels detailed	<b>5</b> Collection sample pattern complete and all pieces included. Assembly labels well detailed	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1 2</b> Portfolio has many errors and/or is disorganized and illegible	<b>3</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>4</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>5</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling	

## FASHION DESIGN LEVEL 2 RUBRIC (CONTINUED)

COLLECTION SAMPLE						POINTS
Collection Sample Condition 0–5 points	0 Sample collection not included	1 2 Collection sample is either not actual size, not constructed by participant or is inappropriate for a professional presentation. Basic knowledge of fashion construction skills poorly represented by sample	3 Collection sample is actual size, constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills generally represented by sample	4 Collection sample is actual size, well-constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills represented by sample	5 Collection sample is actual size, well-constructed by participant and is highly appropriate for a professional presentation. Basic knowledge of fashion construction skills clearly represented by sample	

ORAL PRESENTATION						POINTS
Organization/ Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Textiles, Fashion and Apparel 0–5 points	0 Textiles, fashion and apparel knowledge is not evident	1 2 Textiles, fashion and apparel knowledge is limited	3 Evidence of textiles, fashion and apparel knowledge, but not used effectively in the presentation	4 Textiles, fashion and apparel knowledge is evident and used in the presentation	5 Textiles, fashion and apparel knowledge is clearly evident and used effectively in the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0–5 points	0 No evidence of relationship to FCS coursework. National program not identified	1 Minimal evidence of relationship to FCS coursework. National Program not identified	3 Relationship to FCS coursework is evident but not shared. National Program not identified	4 Relationship to FCS coursework is evident and shared at times. National Program identified	5 Relationship to FCS coursework is evident, National Program identified and both explained well	
Use of Portfolio and Collection Sample during Presentation 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice—pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators’ Questions 0–3 points	0 Did not answer evaluators’ questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators’ questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:	TOTAL (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## FASHION DESIGN LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process Summary not provided	<b>1 2</b> Planning Process steps are not clearly summarized or are inadequate	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Pattern Instructions</b> 0–4 points	<b>0</b> Not included	<b>1 2 3</b> Complete pattern instructions for sampled project garment(s) included but missing information	<b>4</b> Complete pattern instructions for sampled project garment(s) included			
<b>Label and Explanation</b> 0–2 points	<b>0</b> Not included	<b>1</b> Presented label's market explanation and choice inspiration not evident	<b>2</b> Presented label's market explanation and choice inspiration evident			
<b>Knowledge of the Intended Audience</b> 0–3 points	<b>0</b> Not included	<b>1</b> Either buyer appeal or demographics not included. Reasoning for intended audience's clothing choice poorly detailed	<b>2</b> Buyer appeal and demographics included. Reasoning for intended audience's clothing choice detailed	<b>3</b> Buyer appeal and demographics included. Reasoning for intended audience's clothing choice well detailed		
<b>Fabric Profiles</b> 0–5 points	<b>0</b> Not included	<b>1 2 3</b> Fabric selection criteria not met (see specifications)	<b>4 5</b> Fabric selection criteria met (see specifications)			
<b>Collection Design</b> 0–12 points	<b>0</b> No designs included	<b>1 2 3</b> Less than 4 designs included or do not meet criteria (see specifications)	<b>4 5 6</b> 4 original designs included and generally meet criteria (see specifications)	<b>7 8 9</b> 4 original designs included and meet criteria (see specifications)	<b>10 11 12</b> 4 highly original designs included and clearly meet criteria (see specifications)	
<b>Collection Sample Photo</b> 0–2 points	<b>0</b> No photo included	<b>1</b> Included photo is not of sample garment or is not worn by a member representing the intended audience	<b>2</b> Collection sample photo included of garment being worn by an individual representing a member of the intended audience			
<b>Collection Sample Pattern</b> 0–5 points	<b>0</b> Collection sample pattern, pieces and assembly labels not included	<b>1 2</b> Collection sample pattern is incomplete and most pieces included. Assembly labels poorly detailed	<b>3</b> Collection sample pattern complete and all pieces included. Assembly labels loosely detailed	<b>4</b> Collection sample pattern complete and all pieces included. Assembly labels detailed	<b>5</b> Collection sample pattern complete and all pieces included. Assembly labels well detailed	
<b>Career Path</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Career path with 5 major goals and action steps for a fashion designer poorly detailed	<b>3</b> Career path with 5 major goals and action steps for a fashion designer loosely detailed	<b>4</b> Career path with 5 major goals and action steps for a fashion designer detailed	<b>5</b> Career path with 5 major goals and action steps for a fashion designer well detailed	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–5 points	<b>0</b> No portfolio present	<b>1 2</b> Portfolio has many errors and/or is disorganized and illegible	<b>3</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>4</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>5</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling	

## FASHION DESIGN LEVELS 3 & 4 RUBRIC (CONTINUED)

COLLECTION SAMPLE						POINTS
Collection Sample Condition 0–5 points	0 Sample collection not included	1 2 Collection sample is either not actual size, not constructed by participant or is inappropriate for a professional presentation. Basic knowledge of fashion construction skills poorly represented by sample	3 Collection sample is actual size, constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills generally represented by sample	4 Collection sample is actual size, well-constructed by participant and is appropriate for a professional presentation. Basic knowledge of fashion construction skills represented by sample	5 Collection sample is actual size, well-constructed by participant and is highly appropriate for a professional presentation. Basic knowledge of fashion construction skills clearly represented by sample	

ORAL PRESENTATION						POINTS
Organization/ Delivery 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Textiles, Fashion and Apparel 0–5 points	0 Textiles, fashion and apparel knowledge is not evident	1 2 Textiles, fashion and apparel knowledge is limited	3 Evidence of textiles, fashion and apparel knowledge, but not used effectively in the presentation	4 Textiles, fashion and apparel knowledge is evident and used in the presentation	5 Textiles, fashion and apparel knowledge is clearly evident and used effectively in the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0–5 points	0 No evidence of relationship between FCS coursework and standards. National Program and career pathway not identified	1 Minimal evidence of relationship between FCS coursework and standards. National Program and career pathway not identified	3 Relationship between FCS coursework and standards are evident but not shared. National Program and career pathway not identified	4 Relationship between FCS coursework and standards are evident and shared at times. National Program and career pathway identified	5 Relationship between FCS coursework and standards are evident. National Program and career pathway identified. All components explained well	
Use of Portfolio and Collection Sample during Presentation 0–5 points	0 Portfolio not used during presentation	1 2 Portfolio used minimally during presentation OR was used to limited amount of speaking time	3 Portfolio incorporated throughout presentation	4 Portfolio used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and portfolio	
Voice–pitch, tempo, volume 0–3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing		
Body Language 0–2 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact	1 Gestures, posture, mannerisms and eye contact is inconsistent	2 Gestures, posture, mannerisms, and eye contact are appropriate			
Grammar/Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors		
Responses to Evaluators’ Questions 0–3 points	0 Did not answer evaluators’ questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators’ questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:	TOTAL (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	



## FCCLA CHAPTER WEBSITE

### 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
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.
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	Website with Required Components and Oral Presentation (National Leadership Qualifiers Only)	Table–Yes Laptop, Internet Access–Yes Electrical Access–Yes Wi-Fi – Yes	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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

### PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)

PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)	
<b>Preliminary Round</b>	Participants must prepare a chapter website.
<b>National Leadership Conference (NLC)</b>	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their FCCLA Chapter Website, plus oral presentation.

## FCCLA CHAPTER WEBSITE

### PROCEDURES (PRELIMINARY ROUND)

PROCEDURES	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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.			
A social media page will not be accepted in replacement of a chapter website. Social media sites such as Facebook may only be used in conjunction with the chapter website.			
The website may be developed using website services, templates or software of the participant’s choice.			

ENTRY SUBMISSION (PRELIMINARY ROUND)
Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the <a href="http://www.fcclainc.org">FCCLA website</a> . An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

## FCCLA CHAPTER WEBSITE

### PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE (NLC))

1. A table and laptop computer with Internet connections will be provided. Participants may bring their files on a USB drive as a backup. 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 (NLC) presentation, participants are encouraged to update their presentation based on Preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 must 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.		
Total Time: 25 Minutes			

## FCCLA CHAPTER WEBSITE SPECIFICATIONS (PRELIMINARY ROUND)

WEBSITE CONTENT				
<b>Project Components</b>		Include the National FCCLA emblem, introductory information, a visitor counter/tracking tool to assess website use and social media feed(s) from chapter, district/region, state or National FCCLA. The visitor must be able to locate all other project components on the home page.		
SPECIFICATIONS (PROJECT COMPONENTS)		LEVEL 1	LEVEL 2	LEVELS 3 & 4
The following information must be included in the chapter website as a separate page or subpage entitled "STAR Events Project Components." 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.				
<i>Home Page</i>		Home page includes the FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page		
1– 8 ½" x 11" page	<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger. Must be posted on the website as a PDF.		
1– 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; Must be posted on the website in PDF format.  <b>National Leadership Conference (NLC) Participants:</b> use of the <i>Planning Process</i> must also be described in the oral presentation.		
1– 8 ½" x 11" page or 1 slide	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission on the website.		
1– 8 ½" x 11" page As Needed	<i>Copyright</i>	Music, photographs, <i>graphics</i> , text, trademarks or 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.		
1– 8 ½" x 11" page As Needed	<i>Works Cited/ Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
SPECIFICATIONS (INFORMATION)		LEVEL 1	LEVEL 2	LEVELS 3 & 4
The following <i>content</i> information must 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 must be easily located upon review of the website.				
Provide 1 Website Page, Subpage or Tab for Each (Minimum 8)	1. <b>Promotion of Family and Consumer Sciences</b>	Include <i>content</i> 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.		
	2. <b>Membership Information</b>	Provide information on at least 3 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA.	Provide information on at least 3 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA. Highlight at least 1 membership retention effort.	Provide information on at least 4 membership recruitment activities. Include membership costs, benefits, deadlines and clear instructions on how to join FCCLA. Explain at least 3 membership retention and recognition efforts; highlight members as appropriate.

## FCCLA CHAPTER WEBSITE SPECIFICATIONS (PRELIMINARY ROUND) (Continued)

SPECIFICATIONS (INFORMATION)		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Provide 1 Website Page, Subpage or Tab for Each (Minimum 8) (Continued)	3. 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.		
	4. Chapter Leadership	Include a list of the chapter officers and their responsibilities.	Include a list of chapter officers and their responsibilities. Highlight their FCCLA service and/or career goals.	
	5. Contact	Provide chapter’s primary contact information and method(s).		
	6. Chapter Supporter Recognition	Highlight and provide recognition for chapter supporters.	Highlight and provide recognition for chapter supporters. Include active hyperlinks to school website and relevant partners, including district, regional, state and national FCCLA.	
	7. Activities	Include a current listing of all regularly scheduled chapter meetings (district, regional, state, national); membership events; service activities; fundraisers (as permitted); STAR Event workdays and competitions; other chapter activities.	Include a current and interactive embedded calendar with all regularly scheduled chapter meetings (district, regional, state, national); membership events; service activities; fundraisers (as permitted); STAR Event workdays and competitions; other activities. Provide links with relevant information in the calendar events.	
	8. Program of Work (POW)	Describe how the chapter’s <i>Program of Work (POW)</i> reflects the purposes of FCCLA, promotes Family and Consumer Sciences and encourages members to develop leadership, management, communication and personal skills through planning, conducting and evaluating chapter activities.		

SPECIFICATIONS (DESIGN & NAVIGATION)		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Browser Compatibility	Design website for a range of web-enabled devices including smart phone, tablet and desktop web browsers (Chrome, Firefox, Internet Explorer, Safari, etc.). Apps created or utilized by the chapter may be included, but are not required.			
Appearance	Website must be organized, neat, legible, <i>professional</i> and use correct grammar and spelling.			
Navigation	All hyperlinks are active and public. The visitor can quickly locate project components and information and easily move between pages.			
Licensing	License the website <i>contents</i> , using school district licensing requirements or Creative Commons ( <a href="http://www.creativecommons.org">www.creativecommons.org</a> ).			
FCCLA Branding Guidelines	Use of FCCLA trademarks (name, acronym, logo, tagline, etc.) consistent with FCCLA Branding Guidelines.			

## FCCLA CHAPTER WEBSITE

### SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE (NLC))

#### PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE (NLC) ONLY)

<b>Oral Presentation</b>	Participants will present their website as part of an oral presentation to evaluators. The presentation must 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.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.		
<b>Knowledge of Subject Matter</b>	Demonstrate knowledge of subject matter, research and impact of project on participant(s).		
<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## FCCLA CHAPTER WEBSITE

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [FCCLA Branding Guidelines](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## FCCLA CHAPTER WEBSITE LEVEL 1 RUBRIC (PRELIMINARY ROUND)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 2 recruitment activities provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 3 recruitment activities provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 3 recruitment activities detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 3 recruitment activities well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers and responsibilities limited	<b>3 4</b> List of chapter officers and responsibilities provided	<b>5</b> List of chapter officers and responsibilities well detailed		
<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		

## FCCLA CHAPTER WEBSITE LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited	<b>3</b> Chapter supporters highlighted and recognized	<b>4</b> Chapter supporters extremely highlighted and recognized		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (100 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	



## FCCLA CHAPTER WEBSITE LEVEL 2 RUBRIC (PRELIMINARY ROUND)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 3 recruitment activities or no retention effort provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 3 recruitment activities and at least 1 retention effort provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 3 recruitment activities and at least 1 retention effort detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 3 recruitment activities and at least 1 retention effort well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers with responsibilities and service/career goals limited	<b>3 4</b> List of chapter officers and responsibilities provided. Chapter officer service/career goals highlighted	<b>5</b> List of chapter officers and responsibilities well detailed. Chapter officer service/career goals well highlighted		

## FCCLA CHAPTER WEBSITE LEVEL 2 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		
<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited. Links included, not active	<b>3</b> Chapter supporters highlighted and recognized. Active links included	<b>4</b> Chapter supporters extremely highlighted and recognized. Active links included		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited. Embedded calendar contains broken links	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided in embedded calendar with links as appropriate	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed in embedded calendar with links as appropriate	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed in embedded calendar with links as appropriate	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(100 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____
						RC Initials: _____

## FCCLA CHAPTER WEBSITE LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> At least 4 recruitment activities or no retention/ recognition efforts provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 4 recruitment activities and at least 3 retention and recognition efforts provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 4 recruitment activities and at least 3 retention and recognition efforts detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 4 recruitment activities and at least 3 retention and recognition efforts well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/ Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers with responsibilities and service/career goals limited	<b>3 4</b> List of chapter officers and responsibilities provided. Chapter officer service/career goals highlighted	<b>5</b> List of chapter officers and responsibilities well detailed. Chapter officer service/career goals well highlighted		

## FCCLA CHAPTER WEBSITE LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		
<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited. Links included, not active	<b>3</b> Chapter supporters highlighted and recognized. Active links included	<b>4</b> Chapter supporters extremely highlighted and recognized. Active links included		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited. Embedded calendar contains broken links	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided in embedded calendar with links as appropriate	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed in embedded calendar with links as appropriate	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed in embedded calendar with links as appropriate	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	



## FCCLA CHAPTER WEBSITE

### STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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 CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	0 No	1 Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____			<b>ROOM CONSULTANT TOTAL</b> (4 points possible) <b>AVERAGE EVALUATOR SCORE</b> (129 points possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			
<b>FINAL SCORE</b> divided by 133 possible points = <b>RATING SCORE PERCENTAGE</b>			

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

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

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

## FCCLA CHAPTER WEBSITE

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 2 recruitment activities provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 3 recruitment activities provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 3 recruitment activities detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 3 recruitment activities well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers and responsibilities limited	<b>3 4</b> List of chapter officers and responsibilities provided	<b>5</b> List of chapter officers and responsibilities well detailed		
<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		

## FCCLA CHAPTER WEBSITE

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited	<b>3</b> Chapter supporters highlighted and recognized	<b>4</b> Chapter supporters extremely highlighted and recognized		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	

## FCCLA CHAPTER WEBSITE

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(129 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	



## FCCLA CHAPTER WEBSITE

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 3 recruitment activities or no retention effort provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 3 recruitment activities and at least 1 retention effort provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 3 recruitment activities and at least 1 retention effort detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 3 recruitment activities and at least 1 retention effort well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers with responsibilities and service/career goals limited	<b>3 4</b> List of chapter officers and responsibilities provided. Chapter officer service/career goals highlighted	<b>5</b> List of chapter officers and responsibilities well detailed. Chapter officer service/career goals well highlighted		

## FCCLA CHAPTER WEBSITE

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		
<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited. Links included, not active	<b>3</b> Chapter supporters highlighted and recognized. Active links included	<b>4</b> Chapter supporters extremely highlighted and recognized. Active links included		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited. Embedded calendar contains broken links	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided in embedded calendar with links as appropriate	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed in embedded calendar with links as appropriate	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed in embedded calendar with links as appropriate	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	

## FCCLA CHAPTER WEBSITE

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC)) (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(129 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	

## FCCLA CHAPTER WEBSITE

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Website Content Page, Subpage or Tabs for 8 Minimum Areas</b> 0 or 1 point	<b>0</b> Less than 8 subpages/tabs on the home page	<b>1</b> Minimum of 8 subpages/tabs on the home page				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

WEBSITE CONTENT (INFORMATION)						POINTS
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Website FCS and FCCLA promotion efforts limited	<b>4 5 6</b> Website promotes FCS and FCCLA. Expands user knowledge	<b>7 8</b> Website promotes FCS and FCCLA as essential. Expands user knowledge and moves beyond expectation	<b>9 10</b> Website promotes FCS and FCCLA as a college/career readiness essential. Expands user knowledge and moves beyond expectation	
<b>Membership Information</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 4 recruitment activities or no retention effort provided. Costs, benefits, deadlines and instructions unclear	<b>4 5 6</b> At least 4 recruitment activities and at least 3 retention effort provided. Costs, benefits, deadlines and instructions included	<b>7 8</b> At least 4 recruitment activities and at least 3 retention effort detailed. Costs, benefits, deadlines and instructions clear	<b>9 10</b> At least 4 recruitment activities and at least 3 retention effort well detailed. Costs, benefits, deadlines and instructions clear	
<b>Awards/Recognition</b> 0–3 points	<b>0</b> Not included	<b>1</b> 2–3 years of past local, district, regional, state and national recognition poorly detailed	<b>2</b> 2–3 years of past local, district, regional, state and national recognition detailed	<b>3</b> 2–3 years of past local, district, regional, state and national recognition well detailed		
<b>Chapter Leadership</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> List of chapter officers with responsibilities and service/career goals limited	<b>3 4</b> List of chapter officers and responsibilities provided. Chapter officer service/career goals highlighted	<b>5</b> List of chapter officers and responsibilities well detailed. Chapter officer service/career goals well highlighted		

## FCCLA CHAPTER WEBSITE LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

<b>Contact</b> 0–3 points	<b>0</b> Not included	<b>1</b> Primary contact information and method(s) limited	<b>2</b> Primary contact information and method(s) provided	<b>3</b> Primary contact information and method(s) well detailed		
<b>Chapter Supporter Recognition</b> 0–4 points	<b>0</b> Not included	<b>1 2</b> Chapter supporters listed, recognition limited. Links included, not active	<b>3</b> Chapter supporters highlighted and recognized. Active links included	<b>4</b> Chapter supporters extremely highlighted and recognized. Active links included		
<b>Activities</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Current listing of all regular chapter meetings, events and activities limited. Embedded calendar contains broken links	<b>4 5 6</b> Current listing of all regular chapter meetings, events and activities provided in embedded calendar with links as appropriate	<b>7 8</b> Current listing of all regular chapter meetings, events and activities detailed in embedded calendar with links as appropriate	<b>9 10</b> Current listing of all regular chapter meetings, events and activities well detailed in embedded calendar with links as appropriate	
<b>Program of Work (POW)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3 4</b> POW is limited in scope and lacks promotion of FCCLA's purpose, FCS or skill development through chapter activities	<b>5 6 7</b> POW indicates chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities	<b>8 9 10</b> POW indicates well-balanced and comprehensive chapter activities that reflect FCCLA's purposes, promote FCS and encourage skill development through chapter activities		

WEBSITE CONTENT (DESIGN & NAVIGATION)						POINTS
<b>Home Page</b> 0–2 points	<b>0</b> Not included	<b>1 2</b> Home page includes FCCLA emblem, introductory information, visitor tracking tool and various social media feeds. Visitor can easily locate all other project components from the home page				
<b>Browser Compatibility</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website not designed for a range of web-enabled devices	<b>3 4</b> Website designed for a range of web-enabled devices	<b>5</b> Website well designed for a wide range of web-enabled devices		
<b>Appearance</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Website has many errors and is not aesthetically pleasing	<b>3</b> Website is neat, legible and professional with minimal grammar and spelling errors	<b>4</b> Website is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Website is neat, legible, professional and very creative with correct grammar and spelling	
<b>Navigation</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Most hyperlinks active and public. Visitor either cannot locate information or navigate site	<b>3 4</b> All hyperlinks active and public. Visitor can locate all information and navigate site	<b>5</b> All hyperlinks active and public. Visitor can easily locate all information and navigate site		
<b>Licensing</b> 0 or 5 points	<b>0</b> Not included	<b>5</b> Website contents licensed using school district licensing requirements or Creative Commons				
<b>FCCLA Branding Guidelines</b> 0 or 5 points	<b>0</b> Use of FCCLA trademarks inconsistent with FCCLA Branding Guidelines	<b>5</b> Use of FCCLA trademarks consistent with FCCLA Branding Guidelines				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	

## FCCLA CHAPTER WEBSITE

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b> <b>(129 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## FOCUS ON CHILDREN

### 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Display and Oral Presentation</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – Yes	FCCLA Official Dress

### Audio

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

## FOCUS ON CHILDREN COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Following the interview, evaluators will have 5 minutes to review the <i>display</i> .		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## FOCUS ON CHILDREN SPECIFICATIONS

PRESENTATION FORMAT	
<b>Display</b>	A <i>display</i> must be used to document and illustrate the work of 1 project, using <i>clearly defined presentation surfaces</i> . The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i> . Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including <i>audiovisual equipment</i> . Information or props outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, <i>flip charts</i> , <i>portfolios</i> and <i>photo albums</i> are not allowed. Displays may not have items on the back of the board. Each <i>display</i> must include the following elements:

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<b>FCCLA Planning Process Summary Page</b>	1-8 ½ "x 11" summary 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.		
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		
<b>Identify Concerns: Address a Specific Need</b>	Use surveys, interviews, media or observations to gather data. Select a specific and current child development issue, concern or need within the local <i>community</i> .	Use surveys, interviews, media or observations to gather data. Select a specific and current child development issue, concern or need within the local <i>community</i> , surrounding areas or state.	Use surveys, interviews, media or observations to gather data. Select a specific and current child development issue, concern or need within the local <i>community</i> , surrounding areas, state, nation or globe.
<b>Set a Goal: SMART Goal</b>	Develop a project goal that is specific, measurable, achievable, relevant and time bound.		
<b>Set a Goal: Child Development Concepts</b>	Identify child development skills and knowledge used to meet project goals.		
<b>Form a Plan: Project Organization</b>	Develop a project plan to meet project goals. Include potential partners needed to meet goals.		
<b>Form a Plan: Timeline, Responsibilities and Budget</b>	Develop a project timeline with realistic steps, deadlines, assignment of responsibilities and budget.		
<b>Act: Working with Children</b>	Execute plan and show support from others who assisted, partnered or collaborated in the project. Provide evidence of participant involvement with children. Participation may include in-person or virtual learning interaction.		



## FOCUS ON CHILDREN

### SPECIFICATIONS (CONTINUED)

<b>Follow Up: Evaluation</b>	Utilize methods for evaluation such as pre–and post–surveys, interviews, reports, observations, formal evaluations, etc. Determine project strengths and areas for improvement.
<b>Follow–Up: Project Impact</b>	Use evaluation data to document project’s positive impact on the children and <i>community</i> .
<b>Display Appearance</b>	<i>Display</i> must be neat, legible, creative, <i>professional</i> and use correct grammar and spelling.

PRESENTATION FORMAT	
<b>Oral Presentation</b>	The oral presentation of the project may be up to 10 minutes in length and is delivered to evaluators. The presentation must summarize the project and <i>display</i> . The presentation may not be prerecorded. If audio or audiovisual recordings are used, they are limited to 1–minute playing time.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner discussing all aspects of the Planning Process. Summarize project activities and accomplishments.		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.
<b>Knowledge of Subject Matter</b>	Show evidence of child development knowledge and skills by using current 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.		
<b>Use of <i>Display</i></b>	Use the <i>display</i> to support, illustrate and complement the project description during the presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or notecards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators’ Questions</b>	Provide clear and concise answers to evaluators’ questions regarding project.		

## FOCUS ON CHILDREN

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## FOCUS ON CHILDREN STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with one of the Lead Consultants if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Display Set-Up</b> 0 or 1 point	0 Participants did not set up their display within allotted time period	1 Participants set up display during allotted time period	
<b>Display Dimensions</b> 0 or 1 point	0 Display does not fit with the appropriate dimensions/objects not returned within display after presentation	1 Display fits with the appropriate dimensions/objects returned within display after presentation	
<b>Project Identification Page</b> 0 or 1 point	0 Project ID page is missing or incomplete	1 Project ID page is present and completed correctly	
<b>Project Summary Form Submission Proof</b> 0 or 1 point	0 Project Summary Form Submission missing	1 Project Summary Form Submission present	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators <b>= AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible) <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

## FOCUS ON CHILDREN LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Addresses a Specific Need Identify Concerns</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media/observational data used or specific and current community need is unclear	<b>3 4</b> Limited survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community	<b>5</b> Survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community	<b>6</b> Extensive survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community	
<b>SMART Goal Set a Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3 4</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>5</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Child Development Concepts Set a Goal</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Child development skills and knowledge used to meet project goals poorly detailed	<b>3 4</b> Child development skills and knowledge used to meet project goals loosely detailed	<b>5</b> Child development skills and knowledge used to meet project goals detailed	<b>6</b> Child development skills and knowledge used to meet project goals well detailed	
<b>Project Organization Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Unclear how project plan meets project goals. Potential partners poorly detailed	<b>3</b> Project plan generally meets project goals. Potential partners loosely detailed	<b>4</b> Project plan meets project goals. Potential partners detailed	<b>5</b> Project plan clearly meets project goals. Potential partners well detailed	
<b>Timeline, Responsibilities and Budget Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project plan is disorganized or potential partners not identified	<b>3</b> Realistic steps, deadlines, responsibility assignments and budget loosely detailed in project timeline	<b>4</b> Realistic steps, deadlines, responsibility assignments and budget detailed in project timeline	<b>5</b> Realistic steps, deadlines, responsibility assignments and budget well detailed in project timeline	
<b>Working with Children Act</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Plan poorly executed or support from others or involvement with children unclear	<b>3 4</b> Plan executed. Support from others and involvement with children generally evident	<b>5</b> Plan executed. Support from others and involvement with children evident	<b>6</b> Plan well executed. Support from others and involvement with children clearly evident	
<b>Evaluation Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Evaluation methods used to determine project strengths and areas for improvement unclear	<b>3</b> Evaluation methods used to determine project strengths and areas for improvement generally evident	<b>4</b> Evaluation methods used to determine project strengths and areas for improvement evident	<b>5</b> Evaluation methods used to determine project strengths and areas for improvement clearly evident	
<b>Project Impact Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project's positive impact poorly documented using evaluation data	<b>3</b> Project's positive impact loosely documented using evaluation data	<b>4</b> Project's positive impact documented using evaluation data	<b>5</b> Project's positive impact well documented using evaluation data	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

## FOCUS ON CHILDREN LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3</b> Evidence of knowledge, but not used effectively in the presentation	<b>4</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>5</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____ RC Initials: _____	

## FOCUS ON CHILDREN LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Addresses a Specific Need Identify Concerns</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media/observational data used or specific and current local community, surrounding areas or state need is unclear	<b>3 4</b> Limited survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas or state	<b>5</b> Survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas or state	<b>6</b> Extensive survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas or state	
<b>SMART Goal Set a Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3 4</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>5</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Child Development Concepts Set a Goal</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Child development skills and knowledge used to meet project goals poorly detailed	<b>3 4</b> Child development skills and knowledge used to meet project goals loosely detailed	<b>5</b> Child development skills and knowledge used to meet project goals detailed	<b>6</b> Child development skills and knowledge used to meet project goals well detailed	
<b>Project Organization Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Unclear how project plan meets project goals. Potential partners poorly detailed	<b>3</b> Project plan generally meets project goals. Potential partners loosely detailed	<b>4</b> Project plan meets project goals. Potential partners detailed	<b>5</b> Project plan clearly meets project goals. Potential partners well detailed	
<b>Timeline, Responsibilities and Budget Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project plan is disorganized or potential partners not identified	<b>3</b> Realistic steps, deadlines, responsibility assignments and budget loosely detailed in project timeline	<b>4</b> Realistic steps, deadlines, responsibility assignments and budget detailed in project timeline	<b>5</b> Realistic steps, deadlines, responsibility assignments and budget well detailed in project timeline	
<b>Working with Children Act</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Plan poorly executed or support from others or involvement with children unclear	<b>3 4</b> Plan executed. Support from others and involvement with children generally evident	<b>5</b> Plan executed. Support from others and involvement with children evident	<b>6</b> Plan well executed. Support from others and involvement with children clearly evident	
<b>Evaluation Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Evaluation methods used to determine project strengths and areas for improvement unclear	<b>3</b> Evaluation methods used to determine project strengths and areas for improvement generally evident	<b>4</b> Evaluation methods used to determine project strengths and areas for improvement evident	<b>5</b> Evaluation methods used to determine project strengths and areas for improvement clearly evident	
<b>Project Impact Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project's positive impact poorly documented using evaluation data	<b>3</b> Project's positive impact loosely documented using evaluation data	<b>4</b> Project's positive impact documented using evaluation data	<b>5</b> Project's positive impact well documented using evaluation data	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

## FOCUS ON CHILDREN LEVEL 2 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3</b> Evidence of knowledge, but not used effectively in the presentation	<b>4</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>5</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____ RC Initials: _____	

## FOCUS ON CHILDREN LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Addresses a Specific Need Identify Concerns</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media/observational data used or specific and current local community, surrounding areas, state, national or global need is unclear	<b>3 4</b> Limited survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas, state, nation or globe	<b>5</b> Survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas, state, nation or globe	<b>6</b> Extensive survey, interview, media or observational data used to select a specific and current child development issue, concern or need within the local community, surrounding areas, state, nation or globe	
<b>SMART Goal Set a Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3 4</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>5</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Child Development Concepts Set a Goal</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Child development skills and knowledge used to meet project goals poorly detailed	<b>3 4</b> Child development skills and knowledge used to meet project goals loosely detailed	<b>5</b> Child development skills and knowledge used to meet project goals detailed	<b>6</b> Child development skills and knowledge used to meet project goals well detailed	
<b>Project Organization Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Unclear how project plan meets project goals. Potential partners poorly detailed	<b>3</b> Project plan generally meets project goals. Potential partners loosely detailed	<b>4</b> Project plan meets project goals. Potential partners detailed	<b>5</b> Project plan clearly meets project goals. Potential partners well detailed	
<b>Timeline, Responsibilities and Budget Form a Plan</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project plan is disorganized or potential partners not identified	<b>3</b> Realistic steps, deadlines, responsibility assignments and budget loosely detailed in project timeline	<b>4</b> Realistic steps, deadlines, responsibility assignments and budget detailed in project timeline	<b>5</b> Realistic steps, deadlines, responsibility assignments and budget well detailed in project timeline	
<b>Working with Children Act</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> Plan poorly executed or support from others or involvement with children unclear	<b>3 4</b> Plan executed. Support from others and involvement with children generally evident	<b>5</b> Plan executed. Support from others and involvement with children evident	<b>6</b> Plan well executed. Support from others and involvement with children clearly evident	
<b>Evaluation Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Evaluation methods used to determine project strengths and areas for improvement unclear	<b>3</b> Evaluation methods used to determine project strengths and areas for improvement generally evident	<b>4</b> Evaluation methods used to determine project strengths and areas for improvement evident	<b>5</b> Evaluation methods used to determine project strengths and areas for improvement clearly evident	
<b>Project Impact Follow Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Project's positive impact poorly documented using evaluation data	<b>3</b> Project's positive impact loosely documented using evaluation data	<b>4</b> Project's positive impact documented using evaluation data	<b>5</b> Project's positive impact well documented using evaluation data	
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	



## FOCUS ON CHILDREN LEVELS 3 & 4 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject knowledge is unclear. Presented information is inappropriate or inaccurate	<b>1 2</b> Subject knowledge is limited. Presented information is mostly appropriate and accurate	<b>3</b> Evidence of knowledge, but not used effectively in the presentation	<b>4</b> Subject knowledge is evident. All presented information is appropriate and accurate	<b>5</b> Subject knowledge is clearly evident. All presented information is extremely appropriate and accurate	
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____ RC Initials: _____	

## FOOD INNOVATIONS

### FOOD INNOVATIONS

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 (NLC) and must be the work of the participant(s) only.
6. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
7. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Display</i> , Product Packaging and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## FOOD INNOVATIONS ANNUAL TOPIC

ANNUAL TOPIC	LEVEL 1	LEVEL 2	LEVELS 3 & 4
The Next Big Snack	Create an innovative, industry–game–changing snack product. Develop a unique snack product that is delicious, nutritious and has the potential to become a hit among <i>peers</i> . The snack product may be presented in any form, such as bars, bites, chips, smoothies, etc. Ingredients must meet event–level requirements in addition to food safety regulations.		
Event Criteria	Develop an innovative, healthy snack containing a maximum of 300 calories and a minimum of 3 grams of dietary fiber per package.	Develop an innovative, healthy snack containing a maximum of 300 calories, a minimum of 3 grams of dietary fiber and a minimum 5 grams of protein per package.	Develop an innovative, healthy snack containing a maximum of 300 calories, a minimum of 3 grams of dietary fiber, a minimum 5 grams of protein and a maximum of 9 grams of fat (saturated/ unsaturated/ trans) per package.

## FOOD INNOVATIONS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 1–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 participant(s).		
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 participant(s).		
Total Time: 30 Minutes			

## FOOD INNOVATIONS SPECIFICATIONS

PRESENTATION FORMAT	
Display	A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined presentation surfaces</i> . The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i> . Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i> . Information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Displays may not have items on the back of the board. Each <i>display</i> must include the following elements:

## FOOD INNOVATIONS

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<b>FCCLA Planning Process Summary Page</b>	1–8 ½ "x 11" summary 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.		
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		
<b>Original Prototype Formula(s)</b>	Present original <i>prototype formula(s)</i> and additional modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version must be highlighted in each modified formula. The original <i>prototype formula(s)</i> must fit within the participants' level of the national food product topic. The final formula(s) may be from any stage of development. Sufficient evidence is given to support the choice of the final formula(s) as the best option for manufacturing.		
<b>Product Testing Method</b>	<p>Participants will test their formula in <i>focus groups</i> and modify it 2 times. <i>Focus groups</i> must follow the following guidelines:</p> <ul style="list-style-type: none"> <li>• Test #1—minimum 5 individuals</li> <li>• Test #2—minimum 10 individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</li> </ul> <p><i>Display</i> the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it 2 times. <i>Focus groups</i> must follow the following guidelines:</p> <ul style="list-style-type: none"> <li>• Test #1—minimum 10 individuals</li> <li>• Test #2—minimum 15 individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</li> </ul> <p><i>Display</i> the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>	<p>Participants will test their formula in <i>focus groups</i> and modify it 3 times. <i>Focus groups</i> must follow the following guidelines:</p> <ul style="list-style-type: none"> <li>• Test #1—minimum 10 individuals</li> <li>• Test #2—minimum 15 individuals, who are part of the intended consumer <i>audience(s)</i> of the product.</li> <li>• Test #3—re-test the individuals from Test #2 (minimum 15 individuals, who are part of the intended consumer <i>audience(s)</i> of the product.)</li> </ul> <p><i>Display</i> the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.</p>
<b>Process Storyboard</b>	Document the various production and testing stages. Provide a minimum of 10 product photos.	Document the various production and testing stages. Provide a minimum of 15 product photos.	Document the various production and testing stages. Provide a minimum of 20 product photos.
<b>Nutrition Information</b>	Create a nutrition fact label for the product following FDA guidelines. Include serving size, amount per serving and % Daily Value for total calories, fat calories, total fat, total carbohydrates, protein, sodium and cholesterol; ingredients; allergy warnings; and consumption instructions.		

## FOOD INNOVATIONS SPECIFICATIONS (CONTINUED)

<b>Equipment, Safety and Sanitation</b>	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.	Develop a list of equipment used (include pictures) and safety precautions taken to ensure a safe test kitchen and sanitary product. Describe how ServSafe or equivalent local/state food safety procedures were used.
<b>Product Summary</b>	Include product name, target market and appeal of product to target <i>audience</i> .	Include product name, target market and appeal of product to target <i>audience</i> . Describe how sensory evaluation methods were used to appeal to target <i>audience</i> .
<b>Actual and Suggested Pricing</b>	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product. Show process of determining actual cost and retail price.
<b>Display Appearance</b>	<i>Display</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.	

### MODEL

<b>Suggested Product Packaging</b>	In addition to the <i>display</i> , suggested product packaging must be actual size, 3D <i>model</i> of intended product container.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Design Effectiveness	The <i>model</i> must exhibit creativity and innovation and the design must 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> must exhibit creativity and innovation and the design must 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 must be appealing to the target market and contain all of the appropriate information to be ready for sale. Minimum information required: <ul style="list-style-type: none"><li>• Product Name</li><li>• Nutrition Facts Label</li><li>• Ingredient List</li><li>• Allergy Warning</li><li>• Consumption Instructions</li><li>• Net Weight</li></ul>		
Model Appearance	The suggested product packaging must be neat, legible, <i>professional</i> , creative, visually appealing and use correct grammar/spelling		

### PRESENTATION FORMAT

<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
<b>Explanation of Product Choice</b>	Explain why the particular food product was chosen and its appeal to both the participant and potential consumers.		

## FOOD INNOVATIONS

### SPECIFICATIONS (CONTINUED)

<b>Knowledge of Food Science, Dietetics and Nutrition</b>	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> .		
<b>Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs</b>	Describe the relationship of Family and Consumer Sciences coursework to food innovations project.	Describe the relationship of Family and Consumer Sciences coursework to food innovations project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to food innovations project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of <i>Display</i> and <i>Visuals</i> During Presentation</b>	Use proper grammar, word usage and pronunciation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## FOOD INNOVATIONS

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

# FOOD INNOVATIONS

## STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	0 Online Orientation Form not completed in the Student Portal by the deadline	1 Online Orientation Form completed in the Student Portal by the deadline	
<b>Display Set-Up</b> 0 or 1 point	0 Participants did not set up their display within allotted time period	1 Participants set up display during allotted time period	
<b>Display Dimensions</b> 0 or 1 point	0 Display does not fit with the appropriate dimensions/objects not returned within display after presentation	1 Display fits with the appropriate dimensions/objects returned within display after presentation	
<b>Project Identification Page</b> 0 or 1 point	0 Project ID page is missing or incomplete	1 Project ID page is present and completed correctly	
<b>Project Summary Form Submission Proof</b> 0 or 1 point	0 Project Summary Form Submission missing	1 Project Summary Form Submission present	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		
Evaluator 3: _____	Initials: _____		
Total Score: _____	Divided by # of Evaluators		<b>AVERAGE EVALUATOR SCORE</b>
	= <b>AVERAGE EVALUATOR SCORE</b>		(92 Points Possible)
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		<b>FINAL SCORE</b>
			(Average Evaluator Score plus Room Consultant Score)

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

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

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



## FOOD INNOVATIONS LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Original Prototype Formula(s)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Missing either original, modified or final version(s). Formula(s) inconsistent with food topic or participant level. Modifications and supporting evidence for best option poorly detailed	<b>4 5 6</b> Original, modified and final version(s) presented. Formula(s) mostly matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>7 8</b> Original, modified and final version(s) presented. Formula(s) matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>9 10</b> Original, modified and final version(s) well presented. Formula(s) clearly matches food topic and participant level. Modifications and supporting evidence for best option well detailed	
<b>Product Testing Method</b> 0–10 points	<b>0</b> No evidence of product testing provided	<b>1 2 3</b> Product tested less than 2 times. Focus group does not meet evaluation criteria (see specifications)	<b>4 5 6</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results loosely detailed	<b>7 8</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results detailed	<b>9 10</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results well detailed	
<b>Process Storyboard</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product and testing stages documented. Less than 10 photos included	<b>2</b> Product and testing stages well documented. Provided at least 10 photos			
<b>Nutrition Information</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Nutrition information does not meet specification requirements	<b>3</b> Nutrition fact label does not follow FDA guidelines. Required nutrition information poorly detailed. (See specifications)	<b>4</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information detailed. (See specifications)	<b>5</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information well detailed. (See specifications)	
<b>Equipment, Safety and Sanitation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Equipment, safety and sanitation list poorly detailed	<b>2</b> Equipment, safety and sanitation list included, but lacks detail	<b>3</b> Equipment, safety and sanitation list well detailed		
<b>Product Summary</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product name, target market and expected appeal poorly detailed	<b>2</b> Product name, target market and expected appeal well detailed			
<b>Actual and Suggested Pricing</b> 0–2 points	<b>0</b> Not included	<b>1</b> Actual cost of production for one serving/package and suggested retail price poorly detailed	<b>2</b> Actual cost of production for one serving/package and suggested retail price well detailed			
<b>Display Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>3</b> Display is neat, legible, professional and creative with correct grammar and spelling		

SUGGESTED PRODUCT PACKAGING						POINTS
<b>Design Effectiveness</b> 0–3 points	<b>0</b> Not included	<b>1</b> Model lacks creativity. Somewhat effective in containing, shipping and storing. List of suggested packaging materials poorly detailed	<b>2</b> Model is creative and innovative. Effective in containing, shipping and storing. List of suggested packaging materials detailed	<b>3</b> Model is creative and innovative. Highly effective in containing, shipping and storing. List of suggested packaging materials well detailed		

## FOOD INNOVATIONS LEVEL 1 RUBRIC (CONTINUED)

<b>Marketability</b> 0–3 points	<b>0</b> Not included	<b>1</b> Target audience not considered in packaging. Required information loosely detailed. (See specifications)	<b>2</b> Packaging appeals to target audience. All appropriate information included. (See specifications)	<b>3</b> Packaging appeals to target audience. All appropriate information well detailed. (See specifications)		
<b>Model Appearance</b> 0–2 points	<b>0</b> Not included	<b>1</b> Packaging has many errors and is not aesthetically pleasing	<b>2</b> Packaging is neat, legible, professional and creative with correct grammar and spelling			

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Explanation of Product Choice</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Product choice explanation brief and product choice is not thought out or appropriate for topic and audience	<b>2</b> Product choice explanation clear and thorough. Product choice is appropriate for topic and audience	<b>3</b> Product choice explanation clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	<b>4</b> Product choice explanation clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
<b>Knowledge of Food Science, Dietetics and Nutrition</b> 0–4 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1</b> Some evidence of subject matter knowledge	<b>2</b> Knowledge is evident but not effectively used in presentation, food science prototype area not mentioned	<b>3</b> Knowledge is evident and shared at times in the presentation, food science prototype area mentioned	<b>4</b> Knowledge is evident and incorporated throughout the presentation and included food science prototype area	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display and visuals used minimally during presentation	<b>3 4</b> Display and visuals incorporated throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## FOOD INNOVATIONS

### LEVEL 1 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## FOOD INNOVATIONS LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Original Prototype Formula(s)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Missing either original, modified or final version(s). Formula(s) inconsistent with food topic or participant level. Modifications and supporting evidence for best option poorly detailed	<b>4 5 6</b> Original, modified and final version(s) presented. Formula(s) mostly matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>7 8</b> Original, modified and final version(s) presented. Formula(s) matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>9 10</b> Original, modified and final version(s) well presented. Formula(s) clearly matches food topic and participant level. Modifications and supporting evidence for best option well detailed	
<b>Product Testing Method</b> 0–10 points	<b>0</b> No evidence of product testing provided	<b>1 2 3</b> Product tested less than 2 times. Focus group does not meet evaluation criteria (see specifications)	<b>4 5 6</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results loosely detailed	<b>7 8</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results detailed	<b>9 10</b> Product tested 2 times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results well detailed	
<b>Process Storyboard</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product and testing stages documented. Less than 15 photos included	<b>2</b> Product and testing stages well documented. Provided at least 15 photos			
<b>Nutrition Information</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Nutrition information does not meet specification requirements	<b>3</b> Nutrition fact label does not follow FDA guidelines. Required nutrition information poorly detailed. (See specifications)	<b>4</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information detailed. (See specifications)	<b>5</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information well detailed. (See specifications)	
<b>Equipment, Safety and Sanitation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Equipment, safety and sanitation list poorly detailed, but incorporates ServSafe or equivalent local/state food safety requirements. Photos included	<b>2</b> Equipment, safety and sanitation list included, but lacks detail Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements, but lacks detail. Photos included	<b>3</b> Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements well detailed. Photos included		
<b>Product Summary</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product name, target market, expected appeal and sensory evaluation methods poorly detailed	<b>2</b> Product name, target market, expected appeal and sensory evaluation methods well detailed			
<b>Actual and Suggested Pricing</b> 0–2 points	<b>0</b> Not included	<b>1</b> Process for determining actual cost for one serving/package of production and suggested retail price poorly detailed	<b>2</b> Process for determining actual cost for one serving/package of production and suggested retail price well detailed			
<b>Display Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>3</b> Display is neat, legible, professional and creative with correct grammar and spelling		

## FOOD INNOVATIONS LEVEL 2 RUBRIC (CONTINUED)

SUGGESTED PRODUCT PACKAGING						POINTS
<b>Design Effectiveness</b> 0–3 points	<b>0</b> Not included	<b>1</b> Model lacks creativity. Somewhat effective in containing, shipping and storing. List of suggested packaging materials poorly detailed. Shipping issues not considered	<b>2</b> Model is creative and innovative. Effective in containing, shipping and storing. List of suggested packaging materials detailed. Shipping issues considered	<b>3</b> Model is creative and innovative. Highly effective in containing, shipping and storing. List of suggested packaging materials well detailed. Shipping issues considered		
<b>Marketability</b> 0–3 points	<b>0</b> Not included	<b>1</b> Target audience not considered in packaging. Required information loosely detailed. (See specifications)	<b>2</b> Packaging appeals to target audience. All appropriate information included. (See specifications)	<b>3</b> Packaging appeals to target audience. All appropriate information well detailed. (See specifications)		
<b>Model Appearance</b> 0–2 points	<b>0</b> Not included	<b>1</b> Packaging has many errors and is not aesthetically pleasing	<b>2</b> Packaging is neat, legible, professional and creative with correct grammar and spelling			

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Explanation of Product Choice</b> 0–4 points	<b>0</b> No product choice explanation	<b>1</b> Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	<b>2</b> Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	<b>3</b> Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	<b>4</b> Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
<b>Knowledge of Food Science, Dietetics and Nutrition</b> 0–4 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1</b> Some evidence of subject matter knowledge	<b>2</b> Knowledge is evident but not effectively used in presentation, food science prototype area not mentioned	<b>3</b> Knowledge is evident and shared at times in the presentation, food science prototype area mentioned	<b>4</b> Knowledge is evident and incorporated throughout the presentation and included food science prototype area	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display and visuals used minimally during presentation	<b>3 4</b> Display and visuals incorporated throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## FOOD INNOVATIONS

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## FOOD INNOVATIONS LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Original Prototype Formula(s)</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Missing either original, modified or final version(s). Formula(s) inconsistent with food topic or participant level. Modifications and supporting evidence for best option poorly detailed	<b>4 5 6</b> Original, modified and final version(s) presented. Formula(s) mostly matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>7 8</b> Original, modified and final version(s) presented. Formula(s) matches food topic and participant level. Modifications and supporting evidence for best option detailed	<b>9 10</b> Original, modified and final version(s) well presented. Formula(s) clearly matches food topic and participant level. Modifications and supporting evidence for best option well detailed	
<b>Product Testing Method</b> 0–10 points	<b>0</b> No evidence of product testing provided	<b>1 2 3</b> Product tested less than three times. Focus group does not meet evaluation criteria (see specifications)	<b>4 5 6</b> Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results loosely detailed	<b>7 8</b> Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results detailed	<b>9 10</b> Product tested three times. Focus groups meet evaluation criteria (see specifications). Method(s) of evaluation and results well detailed	
<b>Process Storyboard</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product and testing stages documented. Less than 20 photos included	<b>2</b> Product and testing stages well documented. Provided at least 20 photos			
<b>Nutrition Information</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Nutrition information does not meet specification requirements	<b>3</b> Nutrition fact label does not follow FDA guidelines. Required nutrition information poorly detailed. (See specifications)	<b>4</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information detailed. (See specifications)	<b>5</b> Nutrition fact label clearly follows FDA guidelines. Required nutrition information well detailed. (See specifications)	
<b>Equipment, Safety and Sanitation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Equipment, safety and sanitation list poorly detailed, but incorporates ServSafe or equivalent local/state food safety requirements. Photos included	<b>2</b> Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements, but lacks detail. Photos included	<b>3</b> Equipment, safety and sanitation list incorporates ServSafe or equivalent local/state food safety requirements well detailed. Photos included		
<b>Product Summary</b> 0–2 points	<b>0</b> Not included	<b>1</b> Product name, target market, expected appeal and sensory evaluation methods poorly detailed	<b>2</b> Product name, target market, expected appeal and sensory evaluation methods well detailed			
<b>Actual and Suggested Pricing</b> 0–2 points	<b>0</b> Not included	<b>1</b> Process for determining actual cost for one serving/package of production and suggested retail price poorly detailed	<b>2</b> Process for determining actual cost for one serving/package of production and suggested retail price well detailed			
<b>Display Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Display has many errors and is not aesthetically pleasing	<b>2</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>3</b> Display is neat, legible, professional and creative with correct grammar and spelling		

## FOOD INNOVATIONS LEVELS 3 & 4 RUBRIC (CONTINUED)

SUGGESTED PRODUCT PACKAGING						POINTS
<b>Design Effectiveness</b> 0–3 points	<b>0</b> Not included	<b>1</b> Model lacks creativity. Somewhat effective in containing, shipping and storing. List of suggested packaging materials poorly detailed. Shipping issues not considered	<b>2</b> Model is creative and innovative. Effective in containing, shipping and storing. List of suggested packaging materials detailed. Shipping issues considered	<b>3</b> Model is creative and innovative. Highly effective in containing, shipping and storing. List of suggested packaging materials well detailed. Shipping issues considered		
<b>Marketability</b> 0–3 points	<b>0</b> Not included	<b>1</b> Target audience not considered in packaging. Required information loosely detailed. (See specifications)	<b>2</b> Packaging appeals to target audience. All appropriate information included. (See specifications)	<b>3</b> Packaging appeals to target audience. All appropriate information well detailed. (See specifications)		
<b>Model Appearance</b> 0–2 points	<b>0</b> Not included	<b>1</b> Packaging has many errors and is not aesthetically pleasing	<b>2</b> Packaging is neat, legible, professional and creative with correct grammar and spelling			

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Explanation of Product Choice</b> 0–4 points	<b>0</b> No product choice explanation	<b>1</b> Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	<b>2</b> Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	<b>3</b> Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	<b>4</b> Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
<b>Knowledge of Food Science, Dietetics and Nutrition</b> 0–4 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1</b> Some evidence of subject matter knowledge	<b>2</b> Knowledge is evident but not effectively used in presentation, food science prototype area not mentioned	<b>3</b> Knowledge is evident and shared at times in the presentation, food science prototype area mentioned	<b>4</b> Knowledge is evident and incorporated throughout the presentation and included food science prototype area	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display and visuals used minimally during presentation	<b>3 4</b> Display and visuals incorporated throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			





## FOOD INNOVATIONS

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
	■		■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## HOSPITALITY, TOURISM, AND RECREATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins, during participant set up time.		
10 minutes	Participants will be given 10 minutes to complete the case study in a separate case study room. Participants will turn the completed case study form in to evaluators prior to the oral presentation.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-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.		
Total Time: 40 Minutes			

## HOSPITALITY, TOURISM, AND RECREATION SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> is turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 58 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–8 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 8 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## HOSPITALITY, TOURISM, AND RECREATION SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	<b>Project Focus Area</b>	<p>Indicate the area of the project's focus. The project may create a new hospitality, tourism and recreation focused business or it may rejuvenate an existing one. The project must be relatively local to the participant(s). The project focus area must be one of the following:</p> <ul style="list-style-type: none"> <li>• <b>Culinary</b>—Catering or Restaurant (Food Truck, Brick and Mortar, Boat, etc.)</li> <li>• <b>Lodging</b>—Hotel, Resort or Short Term Rental (including Airbnb)</li> <li>• <b>Recreation</b>—Amusement or Leisure Services and Facilities</li> <li>• <b>Tourism</b>—City, County, Regional or State Tourism Organization</li> <li>• <b>Event Coordination</b>—Organization Providing Corporate Meeting Planning, Conference Services or Special Events Management</li> </ul>		
	<b>Focus Area Career Summary</b>	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area. Describe entry-level and upper-level jobs.	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area. Describe entry-level and upper-level jobs, qualifications and skills required/preferred by employers.	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area. Describe entry-level and upper-level jobs, qualifications, skills required/preferred by employers, job outlook and salary ranges.
	<b>Background Research</b>	Research 1 example of a high-quality hospitality business similar to the project's focus. Researched business does not have to be local to the participant. Provide an overview of the business and determine at least three positive practices and three negative practices regarding the way the business meets or does not meet the needs and desires of its clients.	Research 2 examples of high-quality hospitality businesses similar to 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 four positive practices and four negative practices regarding the way each business meets or does not meet the needs and desires of its clients.	Research 3 examples of high-quality hospitality businesses similar to 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.
	<b>Business Mission Statement</b>	Develop a mission statement for the project's business.		
	<b>Target Client Profile</b>	Determine the business's target client and list <i>demographics</i> . Include why potential clients would be interested in the business' services.		
	<b>Business Marketing: Format</b>	Develop and include a digital or printed brochure in the <i>portfolio</i> . The brochure may be multiple pages in length.	Develop a user friendly business website for clients to understand and utilize services and amenities provided. Include a URL and screen shots of the website in the <i>portfolio</i> . If internet is available, participants may present the Business Website information (only) from the URL. The remainder of the presentation must be presented from the <i>portfolio</i> . (See <i>Resources</i> below).	

## HOSPITALITY, TOURISM, AND RECREATION SPECIFICATIONS (CONTINUED)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	Business Marketing: <i>Content</i>	Provide a comprehensive overview of the business. Participants must select one <i>content</i> area/focus from the topics below to demonstrate their knowledge and work.		
		<b>Culinary</b> <ul style="list-style-type: none"> <li>1 type of cuisine</li> <li>Menu</li> <li>Type(s) of service (buffet, plated, stations, carry-out, delivery, etc.)</li> <li>Pre-meal planning (restaurants—reservations, seating, catering—pre-event client meetings, tastings, etc.)</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Culinary</b> <ul style="list-style-type: none"> <li>At least 1 type of cuisine</li> <li>Menu(s)</li> <li>Type(s) of service (buffet, plated, stations, carry-out, delivery, etc.)</li> <li>Pre-meal planning (restaurants—reservations, seating, catering—pre-event client meetings, tastings, etc.)</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Culinary</b> <ul style="list-style-type: none"> <li>At least 1 type of cuisine</li> <li>Menu(s)</li> <li>Type(s) of service (buffet, plated, stations, carry-out, delivery, etc.)</li> <li>Pre-meal planning (restaurants—reservations, seating, catering—pre-event client meetings, tastings, etc.)</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>
		<b>Lodging</b> <ul style="list-style-type: none"> <li>Type of atmosphere</li> <li>1 type of guest room</li> <li>Guest amenities and services</li> <li>Onsite and/or area dining and attractions</li> <li>Meeting/event space</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Lodging</b> <ul style="list-style-type: none"> <li>Type of atmosphere</li> <li>2 types of guest rooms</li> <li>Guest amenities and services</li> <li>Onsite and/or area dining and attractions</li> <li>Meeting/event space</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Lodging</b> <ul style="list-style-type: none"> <li>Type of atmosphere</li> <li>3 types of guest rooms</li> <li>Guest amenities and services</li> <li>Onsite and/or area dining and attractions</li> <li>Meeting/event space</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>
		<b>Recreation</b> <ul style="list-style-type: none"> <li>1 type of activity</li> <li>Related services and amenities</li> <li>Required or optional training (e.g., skydiving, golf, etc.)</li> <li>Safety requirements</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Recreation</b> <ul style="list-style-type: none"> <li>At least 3 types of activities</li> <li>Related services and amenities</li> <li>Required or optional training (e.g., skydiving, golf, etc.)</li> <li>Safety requirements</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>	<b>Recreation</b> <ul style="list-style-type: none"> <li>At least 3 types of activities</li> <li>Related services and amenities</li> <li>Required or optional training (e.g., skydiving, golf, etc.)</li> <li>Safety requirements</li> <li>Cost</li> <li>Directions</li> <li>Contact information</li> </ul>
		<b>Tourism</b> <ul style="list-style-type: none"> <li>Area attractions, dining, shopping and lodging</li> <li>Transportation information</li> <li>Tourist tips</li> <li>Sample itineraries</li> <li>Cost</li> <li>Contact information</li> </ul>	<b>Tourism</b> <ul style="list-style-type: none"> <li>Area attractions, dining, shopping and lodging</li> <li>Transportation information</li> <li>Tourist tips</li> <li>Visitor's Guide</li> <li>Vacation packages and/or sample itineraries</li> <li>Cost</li> <li>Contact information</li> </ul>	<b>Tourism</b> <ul style="list-style-type: none"> <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>
		<b>Event Coordination</b> <ul style="list-style-type: none"> <li>1 type of events/meeting</li> <li>Services provided</li> <li>Client meetings</li> <li>Cost</li> <li>Contact information</li> </ul>	<b>Event Coordination</b> <ul style="list-style-type: none"> <li>At least 3 types of events/meetings</li> <li>Services provided</li> <li>Preferred suppliers</li> <li>Client meetings</li> <li>Cost</li> <li>Contact information</li> </ul>	<b>Event Coordination</b> <ul style="list-style-type: none"> <li>At least 3 types 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>

## HOSPITALITY, TOURISM, AND RECREATION

### SPECIFICATIONS (CONTINUED)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	Customer Service Strategy		Develop methods for receiving client feedback. Describe how praise is shared with staff and utilized as testimonials. Explain the process for handling customer complaints and preventing future problems.
Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
Portfolio Appearance	Portfolio must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

#### PRESENTATION FORMAT

Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 3-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
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.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Portfolio and Visuals 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	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.		
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.		

## HOSPITALITY, TOURISM, AND RECREATION CASE STUDY

CASE STUDY			
<b>Case Study</b>	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 <i>team</i> 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 must be used to respond and relay the developed solution(s). Calculators are not allowed in the case study.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Knowledge of Communication Techniques</b>	Provide evidence for knowledge of communication strengthening methods and explain utilized communication techniques.		
<b>Appropriate Solutions</b>	Provide and explain realistic and appropriate solutions with action steps to resolve the situation.		
<b>Resources</b>		Participant(s) must use one of the following or a similar service of their choice to design the business/ <i>campaign</i> website: <ul style="list-style-type: none"> <li>• <a href="http://www.sites.google.com">www.sites.google.com</a></li> <li>• <a href="http://www.wix.com">www.wix.com</a></li> <li>• <a href="http://www.canva.com">www.canva.com</a></li> <li>• <a href="http://www.weebly.com">www.weebly.com</a></li> </ul>	

# HOSPITALITY, TOURISM, AND RECREATION

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- Website Designing Sites (Levels 2-4 Only)
  - [www.sites.google.com](http://www.sites.google.com)
  - [www.wix.com](http://www.wix.com)
  - [www.canva.com](http://www.canva.com)
  - [www.weebly.com](http://www.weebly.com)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



## HOSPITALITY, TOURISM, AND RECREATION STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only) <div>0 No                      1 Yes</div>		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by deadline	Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	Binder is not the official FCCLA binder <div>0</div> Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder <div>1</div> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<div>0</div> Portfolio exceeds the page limit	<div>1                      2                      3</div> <div><b>At least 2 errors    1 error    no errors</b></div> <div>Portfolio is completed correctly and does not exceed 47 single-sided pages or 58 slides, including:</div> <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 8 Content Divider Pages or slides</li> <li>• Up to 35 content pages or 45 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<div>0</div> Participant was late for presentation	<div>1</div> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<div>0</div> Event dress code was not followed	<div>1</div> Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators <b>= AVERAGE EVALUATOR SCORE</b>		<b>FINAL SCORE</b>
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		(Average Evaluator Score plus Room Consultant Score)

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

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

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

## HOSPITALITY, TOURISM, AND RECREATION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Project Focus Area</b> 0 or 1 point	<b>0</b> Focus area not identified	<b>1</b> Focus area identified				
<b>Focus Area Career Summary</b> 0–3 points	<b>0</b> Not included	<b>1</b> Summary was missing at least 3 components and showed limited knowledge and understanding of jobs in the focus area	<b>2</b> Summary was missing at least 1 component, though showing knowledge and understanding of jobs in the focus area	<b>3</b> Summary was complete, showing substantial knowledge and understanding of career specialties, entry-level and upper-level jobs		
<b>Background Research</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Example of high-quality hospitality business unclearly relates to project focus. Business overview either poorly detailed or includes less than 3 positive or 3 negative business practices	<b>3</b> 1 example of high-quality hospitality business loosely relates to project focus. Business overview poorly detailed but includes 3 positive and 3 negative business practices	<b>4</b> 1 example of high-quality hospitality business relates to project focus. Business overview detailed and includes 3 positive and 3 negative business practices	<b>5</b> 1 example of high-quality hospitality business clearly relates to project focus. Business overview well detailed and includes 3 positive and 3 negative business practices	
<b>Business Mission Statement</b> 0–2 points	<b>0</b> Not included	<b>1</b> Business' mission statement poorly written	<b>2</b> Business' mission statement well written			
<b>Target Client Profile</b> 0–2 points	<b>0</b> Not included	<b>1</b> Target clients, demographics and explanation of interest in services poorly detailed	<b>2</b> Target clients, demographics and explanation of interest in services well detailed			
<b>Business Marketing: Format</b> 0–7 points	<b>0</b> Not included	<b>1 2 3</b> Brochure is included but is incomplete or not fully developed, not visually appealing, missing target clientele or has grammar or spelling errors	<b>4 5</b> Brochure is included and represents the business in a professional manner; is visually appealing, generally meets target clientele and uses correct grammar and spelling	<b>6 7</b> Brochure is included and represents the business in a professional manner; is visually appealing, clearly meets target clientele and uses correct grammar and spelling		
<b>Business Marketing: Content</b> 0–12 points	<b>0</b> Not included	<b>1 2 3 4</b> Overview of business is incomplete. Knowledge and work in selected content area/focus poorly demonstrated	<b>5 6 7 8</b> Overview of business is complete. Knowledge and work in selected content area/focus poorly demonstrated	<b>9 10</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus demonstrated	<b>11 12</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus strongly demonstrated	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

## HOSPITALITY, TOURISM, AND RECREATION LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Hospitality, Tourism, and Recreation</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1 2</b> Portfolio and visuals used minimally during presentation	<b>3 4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
<b>Knowledge of Subject</b> 0–5 points	<b>0</b> No case study	<b>1 2</b> Case study incomplete	<b>3</b> Case study included. Evidence of subject matter knowledge limited	<b>4</b> Case study included and detailed. Evidence of subject matter knowledge provided	<b>5</b> Case study included and well detailed. Clear evidence of subject matter knowledge	
<b>Appropriate Solutions</b> 0–5 points	<b>0</b> No case study	<b>1 2</b> Solution is not feasible or appropriate for the situation	<b>3</b> Solution is adequate for the situation. Action step(s) included, but poorly communicated	<b>4</b> Solution is adequate for the situation. Action step(s) detailed and communicated	<b>5</b> Solution is feasible and appropriate for the situation. Action step(s) well detailed and clearly communicated	

Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>	
						Evaluator #: _____	
						Evaluator Initials: _____	
						RC Initials: _____	

## HOSPITALITY, TOURISM, AND RECREATION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Project Focus Area</b> 0 or 1 point	<b>0</b> Focus area not identified	<b>1</b> Focus area identified				
<b>Focus Area Career Summary</b> 0–3 points	<b>0</b> Not included	<b>1</b> Summary was missing at least 3 components and showed limited knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred	<b>2</b> Summary was missing at least 1 component, though showing knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred	<b>3</b> Summary was complete, showing substantial knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred		
<b>Background Research</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Examples of high-quality hospitality business unclearly relates to project focus. Business overview either poorly detailed or includes less than 4 positive or 4 negative business practices	<b>3</b> 2 examples of high-quality hospitality business loosely relate to project focus. Business overview poorly detailed but includes 4 positive and 4 negative business practices	<b>4</b> 2 examples of high-quality hospitality business relate to project focus. Business overview detailed and includes 4 positive and 4 negative business practices	<b>5</b> 2 examples of high-quality hospitality business clearly relate to project focus. Business overview well detailed and includes 4 positive and 4 negative business practices	
<b>Business Mission Statement</b> 0–2 points	<b>0</b> Not included	<b>1</b> Business' mission statement poorly written	<b>2</b> Business' mission statement well written			
<b>Target Client Profile</b> 0–2 points	<b>0</b> Not included	<b>1</b> Target clients, demographics and explanation of interest in services poorly detailed	<b>2</b> Target clients, demographics and explanation of interest in services well detailed			
<b>Business Marketing: Format</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Business website is not user friendly. Services and amenities poorly detailed and communicated	<b>3</b> Business website is mostly user friendly, may contain broken links. Services and amenities listed	<b>4</b> Business website is user friendly. Services and amenities detailed and communicated to clients	<b>5</b> Business website is user friendly. Services and amenities well detailed and clearly communicated to clients	
<b>Business Marketing: Content</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Overview of business is incomplete. Knowledge and work in selected content area/focus poorly demonstrated	<b>4 5 6</b> Overview of business is complete. Knowledge and work in selected content area/focus poorly demonstrated	<b>7 8</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus demonstrated	<b>9 10</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus strongly demonstrated	
<b>Customer Service Strategy</b> 0–4 points	<b>0</b> Not included	<b>1</b> Customer service strategy provided though poorly thought out	<b>2</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition, though no plan for preventing future problems	<b>3</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition and prevention plan for future problems	<b>4</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff recognition, utilization of testimonials and prevention plan for future problems	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

## HOSPITALITY, TOURISM, AND RECREATION LEVEL 2 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Hospitality, Tourism, and Recreation</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1 2</b> Portfolio and visuals used minimally during presentation	<b>3 4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
<b>Knowledge of Subject</b> 0–5 points	<b>0</b> No case study	<b>1 2</b> Case study incomplete	<b>3</b> Case study included. Evidence of subject matter knowledge limited	<b>4</b> Case study included and detailed. Evidence of subject matter knowledge provided	<b>5</b> Case study included and well detailed. Clear evidence of subject matter knowledge	
<b>Appropriate Solutions</b> 0–5 points	<b>0</b> No case study	<b>1 2</b> Solution is not feasible or appropriate for the situation	<b>3</b> Solution is adequate for the situation. Action step(s) included, but poorly communicated	<b>4</b> Solution is adequate for the situation. Action step(s) detailed and communicated	<b>5</b> Solution is feasible and appropriate for the situation. Action step(s) well detailed and clearly communicated	

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## HOSPITALITY, TOURISM, AND RECREATION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Project Focus Area</b> 0 or 1 point	<b>0</b> Focus area not identified	<b>1</b> Focus area identified				
<b>Focus Area Career Summary</b> 0–3 points	<b>0</b> Not included	<b>1</b> Summary was missing at least 3 components and showed limited knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred, job outlook and salary ranges	<b>2</b> Summary was missing at least 1 component, though showing knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred, job outlook and salary ranges	<b>3</b> Summary was complete, showing substantial knowledge and understanding of career specialties, entry-level and upper-level jobs, qualifications and skills required/preferred, job outlook and salary ranges		
<b>Background Research</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Examples of high-quality hospitality business unclearly relates to project focus. Business overview either poorly detailed or includes less than 5 positive or 5 negative business practices	<b>3</b> 3 examples of high-quality hospitality business loosely relate to project focus. Business overview poorly detailed but includes 5 positive and 5 negative business practices	<b>4</b> 3 examples of high-quality hospitality business relate to project focus. Business overview detailed and includes 5 positive and 5 negative business practices	<b>5</b> 3 examples of high-quality hospitality business clearly relate to project focus. Business overview well detailed and includes 5 positive and 5 negative business practices	
<b>Business Mission Statement</b> 0–2 points	<b>0</b> Not included	<b>1</b> Business' mission statement poorly written	<b>2</b> Business' mission statement well written			
<b>Target Client Profile</b> 0–2 points	<b>0</b> Not included	<b>1</b> Target clients, demographics and explanation of interest in services poorly detailed	<b>2</b> Target clients, demographics and explanation of interest in services well detailed			
<b>Business Marketing: Format</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Business website is not user friendly. Services and amenities poorly detailed and communicated	<b>3</b> Business website is mostly user friendly, may contain broken links. Services and amenities listed	<b>4</b> Business website is user friendly. Services and amenities detailed and communicated to clients	<b>5</b> Business website is user friendly. Services and amenities well detailed and clearly communicated to clients	
<b>Business Marketing: Content</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Overview of business is incomplete. Knowledge and work in selected content area/focus poorly demonstrated	<b>4 5 6</b> Overview of business is complete. Knowledge and work in selected content area/focus poorly demonstrated	<b>7 8</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus demonstrated	<b>9 10</b> Overview of business is comprehensive. Knowledge and work in selected content area/focus strongly demonstrated	
<b>Customer Service Strategy</b> 0–4 points	<b>0</b> Not included	<b>1</b> Customer service strategy provided though poorly thought out	<b>2</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition, though no plan for preventing future problems	<b>3</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a process for staff recognition and prevention plan for future problems	<b>4</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff recognition, utilization of testimonials and prevention plan for future problems	

## HOSPITALITY, TOURISM, AND RECREATION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Hospitality, Tourism, and Recreation</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1 2</b> Portfolio and visuals used minimally during presentation	<b>3 4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

## HOSPITALITY, TOURISM, AND RECREATION LEVELS 3 & 4 RUBRIC (CONTINUED)

CASE STUDY						POINTS
<b>Knowledge of Subject</b> 0–5 points	<b>0</b> No case study	<b>1 2</b> Case study incomplete	<b>3</b> Case study included. Evidence of subject matter knowledge limited	<b>4</b> Case study included and detailed. Evidence of subject matter knowledge	<b>5</b> Case study included and well detailed. Clear evidence of subject matter knowledge	
<b>Appropriate Solutions</b> 0–5points	<b>0</b> No case study	<b>1 2</b> Solution is not feasible or appropriate for the situation	<b>3</b> Solution is adequate for the situation. Action step(s) included, but poorly communicated	<b>4</b> Solution is adequate for the situation. Action step(s) detailed and communicated	<b>5</b> Solution is feasible and appropriate for the situation. Action step(s) well detailed and clearly communicated	
Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____





**HOSPITALITY, TOURISM, AND RECREATION**  
**CASE STUDY FORM**

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ 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.

**SELECT EVENT LEVEL (CHOOSE ONE)**

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary

**PROJECT FOCUS (CHOOSE ONE)**

Culinary	Lodging	Recreation	Tourism	Event Coordination

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

## INSTRUCTIONAL VIDEO DESIGN

### INSTRUCTIONAL VIDEO DESIGN

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
3. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required.
4. The use of inappropriate music, *graphics* or text will automatically disqualify the entry. Inappropriate materials are those that are obscene, profane or explicit.
5. The use of copyrighted music, photographs or *graphics* in the digital video may disqualify the entry. Music, photographs, text, trademarks or names that are used in the project must be properly cited and documented. Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use strictly limited. Participants are encouraged to use music with the appropriate license for reuse and publication on the Internet. Copyright laws must be followed.
6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	Instructional Video, Project Components and Oral Presentation (National Leadership Qualifiers Only)	Table—Yes Laptop/Internet Access—Yes Electrical Access—Yes Wi-Fi – Yes	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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.

## INSTRUCTIONAL VIDEO DESIGN

### PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)

PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)	
<b>Preliminary Round</b>	Participants must prepare an instructional video and submit project components on the FCCLA Portal by deadline outlined on the FCCLA website.
<b>National Leadership Conference (NLC)</b>	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their instructional video, plus oral presentation.

## INSTRUCTIONAL VIDEO DESIGN

### PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND) (DUE FEBRUARY 1)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Participants create an instructional video as part of a lesson or unit of instruction. The student must choose a topic that meets local school district standards for appropriateness and be approved by the FCCLA chapter adviser.			
<b>Projects must be posted on the school/chapter website.</b> Posted components include: instructional video(s) with copyright notice, video worksheet, <i>project identification page</i> , project summary and FCCLA <i>Planning Process</i> summary page. The video(s) must be <b>embedded</b> 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.			
<b>5 minutes</b>	The total running time of the instructional video must be no longer than five (5) minutes in length, including the title and credits.		
<b>Total Time: 5 Minutes</b>			

ENTRY SUBMISSION (PRELIMINARY ROUND)
Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the FCCLA Website. An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

## INSTRUCTIONAL VIDEO DESIGN

### PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

1. A table and laptop computer with Internet connections will be provided. Participants may bring their website files on a USB drive as a backup. 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 (NLC) presentation, participants are encouraged to update their presentation based on Preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.
3. FCCLA will provide the laptop to use at National Leadership Conference (NLC). The computer will have access to the internet, Microsoft Office, and Adobe.

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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.		
Total Time: 25 Minutes			

## INSTRUCTIONAL VIDEO DESIGN SPECIFICATIONS (PRELIMINARY ROUND)

WEBSITE CONTENT	
<b>Project Components</b>	Projects must be posted on the school/chapter website. Posted components include: instructional video with copyright notice, video worksheet, <i>project identification page</i> , <i>FCCLA Planning Process</i> summary page. The video must be embedded on the website. The other required project components must be able to be opened in PDF format.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger. Must be posted on the website in PDF format.		
1– 8 ½" x 11" page	<b>FCCLA Planning Process Summary Page</b>	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.  <b>National Leadership Conference (NLC) Participants:</b> use of the <i>Planning Process</i> must also be described in the oral presentation.		
1– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> under the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission on the website.		
3– 8 ½" x 11" pages	<b>Video Design Worksheet</b>	Use the provided template to develop a detailed video worksheet for the Instructional Video Design project. Post the video design worksheet on the website in PDF format.		

WEBSITE CONTENT	
<b>Instructional Video Content</b>	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 total time of the video(s) may not exceed 5 minutes. The instructional video(s) 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.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Format</b>		Incorporate tutorial video and/or screencast formatting.	Incorporate tutorial video, screencast and/or presentation/lecture video formatting.	Incorporate tutorial video, screencast, presentation/lecture video, micro–video series and/or training video formatting.
<b>Introduction</b>		Create an original introduction that catches interest and clearly states video objective(s). Video introduction must include FCCLA emblem.		
<b>Content</b>		Reinforce learning objective(s) identified on the Instructional Video Design Worksheet. Use appropriate, accurate, bias–free and current information. Emphasize or repeat important points as needed.	Reinforce learning objective(s), National FCS standard(s) and <i>Career Readiness Practices</i> identified on the Instructional Video Design Worksheet. Use appropriate, accurate, bias–free and current information. Emphasize or repeat important points as needed.	

## INSTRUCTIONAL VIDEO DESIGN

### SPECIFICATIONS (PRELIMINARY ROUND) (CONTINUED)

<b>Design</b>	Provide clear, concise and easy instruction for at least 1 key topic/step appropriate for intended age group. Have video follow storyboard/scripting.	Provide clear, concise and easy instruction for at least 2 key topics/steps appropriate for intended age group. Have video follow storyboard/scripting.	Provide clear, concise and easy instruction for at least 3 key topics/steps appropriate for intended age group. Have video follow storyboard/scripting.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Technical Quality</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Communication</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear FCCLA official dress.		
<b>Ending</b>	Use proper grammar, word usage and pronunciation.		
<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
<b>Licensing</b>	License the website <i>contents</i> , using school district licensing requirements or Creative Commons ( <a href="http://www.creativecommons.org">www.creativecommons.org</a> ).		

## INSTRUCTIONAL VIDEO DESIGN

### SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE)

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE ONLY)	
<b>Oral Presentation</b>	Following the viewing of the <i>instructional video</i> presentation by evaluators, participants will deliver an oral presentation, which may be up to 5 minutes in length, to evaluators. The presentation must describe the FCCLA <i>Planning Process</i> , 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.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize project.		
<b>Knowledge of Subject Matter</b>	Demonstrate knowledge of subject matter, research and impact of project on participant(s).		
<b>Relationship of Family and Consumer Sciences Coursework/Standards/National Programs</b>	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

# INSTRUCTIONAL VIDEO DESIGN

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [Instructional Video Design Worksheet](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## INSTRUCTIONAL VIDEO DESIGN LEVEL 1 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video and/or screencast formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives. Information is appropriate, accurate, bias-free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly 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	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 1 key topic/step unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 1 key topic/step included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 1 key topic/step easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 1 key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	
<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	

## INSTRUCTIONAL VIDEO DESIGN LEVEL 1 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2 3</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	<b>4 5 6</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	<b>7 8</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	<b>9 10</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	



## INSTRUCTIONAL VIDEO DESIGN LEVEL 2 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video, screencast and/or presentation/lecture video formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 2 key topics/steps unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 2 key topics/steps included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 2 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 2 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

# INSTRUCTIONAL VIDEO DESIGN

<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and <i>visuals</i> are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and <i>visuals</i> are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and <i>visuals</i> are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and <i>visuals</i> are licensed and enhance video	
<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action steps	<b>1 2 3</b> Ending is somewhat developed but does not engage the <i>audience</i> in reflective thinking. Action steps unclear	<b>4 5 6</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward general action or change	<b>7 8</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward action or change	<b>9 10</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 2 steps toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, <i>reliable</i> and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, <i>reliable</i> and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>  	<b>TOTAL</b> <b>(100 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## INSTRUCTIONAL VIDEO DESIGN LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND)

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video, screencast, presentation/lecture video, micro–video series and/or training video formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 3 key topics/steps unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 3 key topics/steps included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 3 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 3 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	



# INSTRUCTIONAL VIDEO DESIGN

### LEVELS 3 & 4 RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and <i>visuals</i> are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and <i>visuals</i> are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and <i>visuals</i> are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and <i>visuals</i> are licensed and enhance video	
<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action steps	<b>1 2 3</b> Ending is somewhat developed but does not engage the <i>audience</i> in reflective thinking. Action steps unclear	<b>4 5 6</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward general action or change	<b>7 8</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward action or change	<b>9 10</b> Ending brings closure and engages the <i>audience</i> in reflective thinking and 3 steps toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, <i>reliable</i> and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, <i>reliable</i> and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (100 Points Possible)	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## INSTRUCTIONAL VIDEO DESIGN

### STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
 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 CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by the deadline (National Leadership Conference Only)  <div> <div>0</div> <div>No</div> <div>1</div> <div>Yes</div> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by the deadline  <div>0</div>	Online Orientation Form completed in the Student Portal by the deadline  <div>1</div>	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation  <div>0</div>	Participant was on time for presentation  <div>1</div>	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed  <div>0</div>	Event dress code was followed  <div>1</div>	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>ROOM CONSULTANT TOTAL</b> (4 points possible) <b>AVERAGE EVALUATOR SCORE</b> (129 points possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
			<b>FINAL SCORE</b> divided by 133 possible points = <b>RATING SCORE PERCENTAGE</b>

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

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

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

## INSTRUCTIONAL VIDEO DESIGN LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video and/or screencast formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives. Information is appropriate, accurate, bias-free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly 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	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 1 key topic/step unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 1 key topic/step included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 1 key topic/step easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 1 key topic/step clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

## INSTRUCTIONAL VIDEO DESIGN

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action step	<b>1 2 3</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	<b>4 5 6</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward general action or change	<b>7 8</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward action or change	<b>9 10</b> Ending brings closure and engages the audience in reflective thinking and 1 step toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Voice-pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## INSTRUCTIONAL VIDEO DESIGN

### LEVEL 1 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	



## INSTRUCTIONAL VIDEO DESIGN LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video, screencast and/or presentation/lecture video formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias-free and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 2 key topics/steps unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 2 key topics/steps included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 2 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 2 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

## INSTRUCTIONAL VIDEO DESIGN

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action steps	<b>1 2 3</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>4 5 6</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward general action or change	<b>7 8</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward action or change	<b>9 10</b> Ending brings closure and engages the audience in reflective thinking and 2 steps toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Voice-pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## INSTRUCTIONAL VIDEO DESIGN

### LEVEL 2 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## INSTRUCTIONAL VIDEO DESIGN LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed or includes incorrect information	<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, level and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not included	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Video Design Worksheet</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Video Design Worksheet is brief and poorly detailed. Posted to website in appropriate format	<b>4 5 6</b> Video Design Worksheet is comprehensive of project and loosely detailed. Posted to website in appropriate format	<b>7 8</b> Video Design Worksheet is comprehensive of project and detailed. Posted to website in appropriate format	<b>9 10</b> Video Design Worksheet is comprehensive of project and well detailed. Posted to website in appropriate format	

WEBSITE CONTENT (INSTRUCTIONAL VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 2 points	<b>0</b> Specifications not met	<b>2</b> Instructional video incorporates tutorial video, screencast, presentation/lecture video, micro–video series and/or training video formatting				
<b>Introduction</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Introduction ineffective or video objective(s) unclear or FCCLA emblem not included	<b>4 5 6</b> Introduction states video objective(s). Includes the FCCLA emblem	<b>7 8</b> Introduction is original, catches interest and states video objective(s). Includes the FCCLA emblem	<b>9 10</b> Introduction is original, catches interest and clearly states video objective(s). Includes the FCCLA emblem	
<b>Content</b> 0–15 points	<b>0</b> Content does not relate to learning objectives	<b>1 2 3 4</b> Flawed understanding of content, may present inaccurate or incomplete information	<b>5 6 7 8</b> Somewhat supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free, but not current	<b>9 10 11 12</b> Mostly supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	<b>13 14 15</b> Clearly reinforces and supports learning objectives, FCS standard(s) and career readiness. Information is appropriate, accurate, bias–free and current. Important points are emphasized or repeated as needed	
<b>Design</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Instruction for at least 3 key topics/steps unclear. Mostly follows storyboard/scripting	<b>4 5 6</b> Instruction for at least 3 key topics/steps included for intended age group. Follows storyboard/scripting	<b>7 8</b> Instruction for at least 3 key topics/steps easy to understand for intended age group. Follows storyboard/scripting	<b>9 10</b> Instruction for at least 3 key topics/steps clear, concise and easy to understand for intended age group. Follows storyboard/scripting	
<b>Technical Quality</b> 0–10 points	<b>0</b> No topic/step or storyboard/scripting included	<b>1 2 3</b> Editing and production has poor sound quality, volume, images and transitions. Video exceeds 5 minutes	<b>4 5 6</b> Editing and production has decent sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>7 8</b> Editing and production has good sound quality, volume, images and transitions. Video does not exceed 5 minutes	<b>9 10</b> Editing and production has excellent sound quality and volume, clear images and transitions. Video does not exceed 5 minutes	

## INSTRUCTIONAL VIDEO DESIGN

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Communication</b> 0–10 points	<b>0</b> All components either very poor or not included	<b>1 2 3</b> Spelling, word choice and grammar contain many errors. Tone and pace is inappropriate. If used, music and visuals are licensed	<b>4 5 6</b> Spelling, word choice and grammar mostly used correctly. Tone and pace is somewhat appropriate. If used, music and visuals are licensed and enhance video	<b>7 8</b> Spelling, word choice and grammar used correctly. Tone and pace is appropriate. If used, music and visuals are licensed and enhance video	<b>9 10</b> Spelling, word choice and grammar used correctly. Tone and pace is very appropriate. If used, music and visuals are licensed and enhance video	
<b>Ending</b> 0–10 points	<b>0</b> Ending is abrupt, weak or video simply stops. No action steps	<b>1 2 3</b> Ending is somewhat developed but does not engage the audience in reflective thinking. Action steps unclear	<b>4 5 6</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward general action or change	<b>7 8</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward action or change	<b>9 10</b> Ending brings closure and engages the audience in reflective thinking and 3 steps toward clear action or change	
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	
<b>Licensing</b> 0 or 3 points	<b>0</b> The video was not licensed by the participant	<b>3</b> Creative Commons license or copyright statement is included in the video				

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program identified. All components explained well		
<b>Voice-pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## INSTRUCTIONAL VIDEO DESIGN

### LEVELS 3 & 4 RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(129 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## INTERIOR DESIGN

### 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*.

### ELIGIBILITY & GENERAL INFORMATION

1. "Eligibility and General Rules for All Levels of Competition" on page 8 prior to event planning and preparation.
2. The design scenario that all participants must base their design will be available in the FCCLA Adviser Portal and Student Portal by October 1.
3. A 3-D *model* can be added to the floor plan board if there is room on the board in addition to the floor plans. The *model* would supplement the event requirements. Additions must 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 must only be presenting the boards as described in the event specifications.
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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event scenario, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder, Visuals and Oral Presentation</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

\* *Visuals* are design and sample boards only.

## INTERIOR DESIGN EVENT SCENARIO

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Scenario	See scenario in FCCLA Portal	See scenario in FCCLA Portal	

## INTERIOR DESIGN

### COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>file folder</i> before the presentation begins.		
15 minutes	The oral presentation may be up to 15 minutes in length. A 1-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way presentation.		
5 minutes	Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).		
5 minutes	Evaluators will have up to 5-minutes to use the rubric to score and write comments for participants. <i>File folders</i> will be returned to participants at the end of scoring.		
Total Time: 35 Minutes			

## INTERIOR DESIGN SPECIFICATIONS

PRESENTATION FORMAT	
<i>File Folder</i>	Participant(s) will submit one letter-size <i>file folder</i> 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 <i>file folder</i> must be labeled (either 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	LEVELS 3 & 4
<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<i>FCCLA Planning Process Summary Page</i>	1- 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to develop the interior design project.		
<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		
<i>Client Invoice</i>	Use the online template to create a client invoice documenting designer fees, time spent designing, total billable hours, 5 proposed furnishing/fixture samples and floor treatment. Additional information is not required, but may be included. The client invoice must be on a single, one-sided sheet of 8 ½" x 11" paper.		



## INTERIOR DESIGN

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Board Specifications	Each individual or <i>team</i> 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 Portal (Samples Board). <i>Easels</i> may be used to present boards, but will not be provided.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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.		

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Floor Plan	Develop a floor plan that is correctly drawn to a consistent $\frac{1}{4}"=1'$ scale, all architectural features indicated appropriately and furniture arrangement displayed. Floor plans may be hand-drawn or computer generated. <i>Display</i> on the Design Board.		
Space Planning	Design an overall layout that is good for form and function. Show furniture, equipment, etc. appropriately on the floor plan.		
Specified Elevation	<p>Create a 2-D, full-color elevation for a space specified in the Interior Design Scenario with a <math>\frac{1}{2}"=1'</math> scale or <math>\frac{3}{8}"=1'-0"</math> scale. May be either hand-drawn or computer generated. Display on the Design Board.</p> <p><b>Note 1:</b> If generating on the computer, ensure it is printed properly to scale. Drawing on a computer program ensures it is drawn proportionately but does not automatically mean it will print to scale.</p> <p><b>Note 2:</b> 3-D Perspectives are allowed if additional room is available and if it enhances the presentation. Ensure the requirement of a 2-D elevation is met first.</p>		
Samples	Coordinate choices for flooring, wall treatment, needed furniture, window coverings, accessories and other design choices 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.		

## INTERIOR DESIGN

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
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 <i>visuals</i> or <i>audiovisual equipment</i> will be permitted.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 client's living space needs and style and industry standards including knowledge of the Planning Guidelines where appropriate.		
Use of <i>Display Boards</i>	Use the design boards effectively during the presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.		
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.		

## INTERIOR DESIGN

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [Interior Design Scenario](#)
- [Interior Design Q&A Webinar](#)
  - Thursday, October 5, 2023
  - 7:00 PM (EST)
  - [RSVP Link](#)
  - A recording of the webinar will be made available in the FCCLA Portal under “Resources”
- [Interior Design Sample Board Suggestions](#)
- [Interior Design Invoice Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## INTERIOR DESIGN

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	<b>0</b> No	<b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline		
<b>File Folder</b> 0–4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none"> <li>• 1 Project ID page</li> <li>• 1 Planning Process Summary page</li> <li>• Project Summary Form Submission Proof</li> <li>• 1 Client Invoice</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation		
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed		

### EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_

Initials: \_\_\_\_\_

Evaluator 2: \_\_\_\_\_

Initials: \_\_\_\_\_

Evaluator 3:

Initials:

Total Score: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

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

## ROOM CONSULTANT TOTAL

(8 Points Possible)

### AVERAGE EVALUATOR SCORE

➤ (92 Points Possible)

**FINAL SCORE**

(Average Evaluator Score plus  
Room Consultant Score)

**RATING ACHIEVED** (circle one)

**Gold: 90–100**

**Silver: 70–89.99**

**Bronze: 1–69.99**

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

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

## INTERIOR DESIGN RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Client Invoice</b> 0–3 points	<b>0</b> No client invoice provided	<b>1 2</b> Does not include all required information, or contains errors; or exceeds one single-sided page	<b>3</b> Clear and complete invoice in correct order with no errors, professional appearance			

BOARD SPECIFICATIONS						POINTS
<b>Type of Board</b> 0 or 1 point	<b>0</b> Another type of board used	<b>1</b> Foam, mat or mat on foam used				
<b>Color</b> 0 or 1 point	<b>0</b> Another color board used	<b>1</b> Solid white or black board used				
<b>Size</b> 0 or 1 point	<b>0</b> Board larger than 22" x 30"	<b>1</b> Board did not exceed 22" x 30"				
<b>Business Card</b> 0 or 1 point	<b>0</b> Does not fully meet specifications	<b>1</b> Fully meets size/contents specification				
<b>Illustration</b> 0–3 points	<b>0</b> No illustrations used	<b>1</b> Illustrations are limited in quality or quantity is below or above an appropriate amount	<b>2</b> Illustrations are appropriate but not overly effective	<b>3</b> Highly appropriate and effective illustrations		
<b>Overall Effectiveness</b> 0–3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Minimal visual appeal	<b>2</b> Some visual appeal	<b>3</b> Great visual appeal, very effective		

DESIGN						POINTS
<b>Scaled Room Floor Plan</b> 0–10 points	<b>0</b> Did not appear to use any scale and no architectural features shown	<b>1 2 3 4 5</b> ¼" scale used, but not consistently. Some architectural features shown and drawn	<b>6 7 8 9 10</b> ¼" scale used consistently. All architectural features shown and drawn correctly			
<b>Furniture Arrangement</b> 0–3 points	<b>0</b> No furniture arrangement shown	<b>1</b> Poorly arranged, both form and function	<b>2</b> Good form OR function, not both	<b>3</b> Well-arranged for form and function		
<b>Specified Elevation</b> 0–3 points	<b>0</b> No elevation done	<b>1</b> Incorrect scale used	<b>2</b> Somewhat well-done/effective using correct scale (see specifications)	<b>3</b> Well-done, very effective using correct scale (see specifications)		
<b>Samples</b> 0–3 points	<b>0</b> No samples provided	<b>1</b> Some samples, not all, provided	<b>2</b> Some well-chosen, but not well coordinated	<b>3</b> Well-chosen and coordinated		
<b>Principles of Design</b> 0–3 points	<b>0</b> Principles of design not applied	<b>1</b> Principles applied only minimally	<b>2</b> Most principles of design applied	<b>3</b> Principles of design applied consistently		
<b>Originality of Design</b> 0–3 points	<b>0</b> Little evidence of originality	<b>1</b> Some evidence of originality	<b>2</b> Contains both creative elements and "copies"	<b>3</b> Highly original design		

## INTERIOR DESIGN RUBRIC (CONTINUED)

<b>Thoughtfulness of Design</b> 0–4 points	<b>0</b> Design shows no consideration of clients' space needs	<b>1</b> Some evidence of consideration of clients' needs or design style	<b>2 3</b> Design meets clients' space needs but does not reflect design style	<b>4</b> Design meets clients' space needs and design style		
<b>Responsible Design</b> 0–3 points	<b>0</b> Design shows no consideration for the safety, healthy or welfare of the client or environment	<b>1</b> Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	<b>2</b> Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client	<b>3</b> Design is highly responsible for both the clients' well-being and the environment		
<b>Overall Effectiveness</b> 0–3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Some visual appeal	<b>2</b> Minimal visual appeal	<b>3</b> Great visual appeal, very effective		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Rationale of Design Decisions Explained</b> 0–5 points	<b>0</b> No rationale of design decisions explained	<b>1 2</b> Design decisions are somewhat explained but show little understanding of clients' needs and style	<b>3 4</b> Design decisions are explained thoroughly and show complete understanding of clients' needs and style	<b>5</b> Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards		
<b>Use of Display Boards during Presentation</b> 0–3 points	<b>0</b> Display boards are not used during presentation	<b>1</b> Display boards used minimally during presentation; incorrect number of boards presented	<b>2</b> 2–3 display boards, as required were incorporated throughout presentation	<b>3</b> Presentation moves seamlessly between oral presentation and 2–3 display boards as required		
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## INTERPERSONAL COMMUNICATIONS

### INTERPERSONAL COMMUNICATIONS

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at in-person competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■		■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## INTERPERSONAL COMMUNICATIONS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> during participant set up time.		
10 minutes	Participant(s) will be given 10 minutes to complete the case study related to their project in a separate case study room. The completed case study will be given to the evaluators prior to the oral presentation.		
5 minutes	The oral presentation may be up to 5 minutes in length. A 1 minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.		
5 minutes	Following the presentation, evaluators will have a total of 5 minutes to interview participant(s) about the oral presentation and the case study.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). <i>File folders</i> will be returned to participants at the end of scoring.		
Total Time: 30 Minutes			

## INTERPERSONAL COMMUNICATIONS SPECIFICATIONS

PRESENTATION MATERIALS	
<i>File Folder</i>	Participant(s) must submit one letter-size <i>file folder</i> 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 <i>file folder</i> must be labeled (typed or handwritten) in the top left corner with name of event, level, participant's name(s) and state.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page	<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, and chosen area of emphasis (family, peer groups, school groups, community or employment relationships, etc.). Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; may also be described in the oral presentation.		
1– 8 ½" x 11" page	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		
1– 8 ½" x 11" page	<i>Works Cited/ Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		



## INTERPERSONAL COMMUNICATIONS

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
Oral Presentation	The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation must describe the 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.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Identify Communication Concerns	Identify and address a specific communication concern impacting families, <i>peer</i> groups or school groups. Explain methods and data used to determine project selection.	Identify and address a specific communication concern impacting families, <i>peer</i> groups, school groups or <i>community</i> . Explain method and data used to determine the project selection.	Identify and address a specific communication concern impacting families, <i>peer</i> groups, school groups, <i>community</i> or <i>employment</i> relationships. Explain method and data used to determine the project selection.
Set a Goal: SMART Goal	Develop a project goal that is specific, measurable, achievable, relevant and time bound. Identify at least 1 of the FCCLA purposes that is related to the project.		
Form a Plan	Develop activities and timeline to meet project goals including potential barriers and alternate plans.	Develop activities and timeline to meet project goals including potential barriers and alternate plans. Provide budget to reflect any materials and <i>resources</i> needed.	Develop activities and timeline to meet project goals including potential barriers and alternate plans. Provide budget to reflect any materials and <i>resources</i> needed and a plan to promote the project to the school and <i>community</i> .
Act	Demonstrate thorough understanding of communication techniques/solutions. Explain how plan was implemented and describe steps used to complete project.		
Evaluation/Follow Up	Utilize evaluation methods (pre/post-surveys, interviews, reports, observations, formal evaluations, etc.) to detail project reach data, replication plans, future efforts, lessons learned and appreciation/recognition.		
Use of Appropriate Techniques	Demonstrate the utilized interpersonal communication techniques and methods (verbal, nonverbal, written, one-on-one, active listening, conflict resolution, etc.).		
Impact on Interpersonal Communications	Provide evidence for project impact on the intended <i>audience's</i> interpersonal communications.	Provide evidence for project impact on the intended <i>audience's</i> interpersonal communications. Describe ethics related to project implementation.	Provide evidence for project impact on the intended <i>audience's</i> interpersonal communications. Describe ethics related to project implementation and how diverse perspectives were considered while developing project <i>content</i> .
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Communication Techniques	Demonstrate thorough knowledge of communication techniques related to chosen project.		

## INTERPERSONAL COMMUNICATIONS

### SPECIFICATIONS (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework/Standards/National Programs</b>	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## INTERPERSONAL COMMUNICATIONS

### CASE STUDY

CASE STUDY	
<b>Case Study</b>	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 must be used to respond and relay the developed solution(s).

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Knowledge of Communication Techniques</b>	Provide evidence for knowledge of communication strengthening methods and explain utilized communication techniques.		
<b>Appropriate Solutions</b>	Provide and explain realistic and appropriate solutions to resolve the situation.		

# INTERPERSONAL COMMUNICATIONS

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## INTERPERSONAL COMMUNICATIONS STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	<b>0</b> No	<b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline		
<b>File Folder</b> 0–4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material • 1 Project ID page • 1 Planning Process Summary page • Project Summary Form Submission Proof • 1 Works Cited/Bibliography	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation		
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed		
<b>EVALUATORS' SCORES</b>				<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible)
Evaluator 1: _____	Initials: _____			<b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)
Evaluator 2: _____	Initials: _____			
Evaluator 3: _____	Initials: _____			
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b>			<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)
	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 & RATING** (please initial)

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

## INTERPERSONAL COMMUNICATIONS LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

Project Focus: \_\_\_\_\_ Family \_\_\_\_\_ Peer Groups \_\_\_\_\_ School Groups \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
<b>Identify Communication Concerns</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Specific communication concern impacting selected group and explanation of methods/data unclear	<b>2</b> Specific communication concern impacting selected group and explanation of methods/data loosely identified	<b>3</b> Specific communication concern impacting selected group and explanation of methods/data identified	<b>4</b> Specific communication concern impacting selected group and explanation of methods/data clearly identified	
<b>Set a Goal: SMART Goal</b> 0–4 points	<b>0</b> Not included	<b>1</b> Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	<b>2</b> Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least 1 FCCLA purposes to project	<b>3</b> Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	<b>4</b> Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
<b>Form a Plan</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Project goals, potential barriers and alternatives unclear	<b>2</b> Activities and timeline loosely identify project goals, potential barriers and alternatives	<b>3</b> Activities and timeline identify project goals, potential barriers and alternatives	<b>4</b> Activities and timeline clearly identify project goals, potential barriers and alternatives	
<b>Act</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Communication techniques/solutions and/or implementation plan unclear	<b>3</b> Understanding of communication techniques/solutions poorly demonstrated. Implementation plan and steps loosely detailed	<b>4</b> Understanding of communication techniques/solutions demonstrated. Implementation plan and steps detailed	<b>5</b> Understanding of communication techniques/solutions clearly demonstrated. Implementation plan and steps well detailed	
<b>Evaluation/Follow-Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Evaluation methods unclear. Little to no information on project reach, replication, future efforts, lessons learned or plans for appreciation/recognition	<b>3</b> Evaluation methods loosely detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	<b>4</b> Evaluation methods utilized to detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	<b>5</b> Evaluation methods utilized to clearly detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	
<b>Use of Appropriate Techniques</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Use of interpersonal communication techniques and methods unclear	<b>3</b> Use of interpersonal communication techniques and methods loosely evident	<b>4</b> Use of interpersonal communication techniques and methods evident	<b>5</b> Use of interpersonal communication techniques and methods clearly evident	
<b>Impact on Interpersonal Communications</b> 0–15 points	<b>0</b> No evidence	<b>1 2 3 4</b> Use of interpersonal communication techniques and methods unclear	<b>5 6 7 8</b> Project impact on intended audience's interpersonal communications loosely evident	<b>9 10 11 12</b> Project impact on intended audience's interpersonal communications evident	<b>13 14 15</b> Project impact on intended audience's interpersonal communications clearly evident	

## INTERPERSONAL COMMUNICATIONS LEVEL 1 RUBRIC (CONTINUED)

<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Communication Techniques</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Knowledge of related communication techniques demonstrated poorly	<b>3</b> Knowledge of related communication techniques loosely demonstrated	<b>4</b> Knowledge of related communication techniques demonstrated	<b>5</b> Knowledge of related communication techniques clearly demonstrated	
<b>Relationship of Family and Consumer Sciences Coursework/Standards/National Programs</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
<b>Knowledge of Communication Techniques</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Knowledge of communication strengthening methods and utilized techniques unclear	<b>2</b> Knowledge of communication strengthening methods evident. Utilized techniques loosely detailed	<b>3</b> Knowledge of communication strengthening methods evident. Utilized techniques detailed	<b>4</b> Knowledge of communication strengthening methods clearly evident. Utilized techniques well detailed	
<b>Appropriate Solutions</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Solutions are either unrealistic or inappropriate, explanation unclear or not provided	<b>2</b> Provided solutions are realistic and appropriate, explanation unclear	<b>3</b> Provided solutions are realistic, appropriate and explained	<b>4</b> Provided solutions are realistic, appropriate and explained well	

Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> (92 Points Possible)	
						Evaluator #: _____	
						Evaluator Initials: _____	
						RC Initials: _____	

## INTERPERSONAL COMMUNICATIONS LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

Project Focus: \_\_\_\_\_ Family \_\_\_\_\_ Peer Groups \_\_\_\_\_ School Groups \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
<b>Identify Communication Concerns</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Specific communication concern impacting selected group and explanation of methods/data unclear	<b>2</b> Specific communication concern impacting selected group and explanation of methods/data loosely identified	<b>3</b> Specific communication concern impacting selected group and explanation of methods/data identified	<b>4</b> Specific communication concern impacting selected group and explanation of methods/data clearly identified	
<b>Set a Goal: SMART Goal</b> 0–4 points	<b>0</b> Not included	<b>1</b> Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	<b>2</b> Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least FCCLA purposes to project	<b>3</b> Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	<b>4</b> Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
<b>Form a Plan</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Project goals, potential barriers and alternatives unclear. No budget included	<b>2</b> Activities and timeline loosely identify project goals, potential barriers and alternatives. Budget included, but lacks detail	<b>3</b> Activities and timeline identify project goals, potential barriers and alternatives. Budget included	<b>4</b> Activities and timeline clearly identify project goals, potential barriers and alternatives. Detailed budget included	
<b>Act</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Communication techniques/solutions and/or Implementation plan unclear	<b>3</b> Understanding of communication techniques/solutions poorly demonstrated. Implementation plan and steps loosely detailed	<b>4</b> Understanding of communication techniques/solutions demonstrated. Implementation plan and steps detailed	<b>5</b> Understanding of communication techniques/solutions clearly demonstrated. Implementation plan and steps well detailed	
<b>Evaluation/Follow-Up</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Evaluation methods unclear. Little to no information on project reach, replication, future efforts, lessons learned or plans for appreciation/recognition	<b>3</b> Evaluation methods loosely detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	<b>4</b> Evaluation methods utilized to detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	<b>5</b> Evaluation methods utilized to clearly detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	
<b>Use of Appropriate Techniques</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Use of interpersonal communication techniques and methods unclear	<b>3</b> Use of interpersonal communication techniques and methods loosely evident	<b>4</b> Use of interpersonal communication techniques and methods evident	<b>5</b> Use of interpersonal communication techniques and methods clearly evident	

## INTERPERSONAL COMMUNICATIONS LEVEL 2 RUBRIC (CONTINUED)

<b>Impact on Interpersonal Communications</b> 0–15 points	<b>0</b> No evidence	<b>1 2 3 4</b> Project impact on intended audience's interpersonal communications unclear. Related project implementation ethics poorly detailed or not included	<b>5 6 7 8</b> Project impact on intended audience's interpersonal communications loosely evident. Related project implementation ethics loosely detailed	<b>9 10 11 12</b> Project impact on intended audience's interpersonal communications evident. Related project implementation ethics detailed	<b>13 14 15</b> Project impact on intended audience's interpersonal communications clearly evident. Related project implementation ethics well detailed	
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Communication Techniques</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Knowledge of related communication techniques demonstrated poorly	<b>3</b> Knowledge of related communication techniques loosely demonstrated	<b>4</b> Knowledge of related communication techniques demonstrated	<b>5</b> Knowledge of related communication techniques clearly demonstrated	
<b>Relationship of Family and Consumer Sciences Coursework/Standards/National Programs</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
<b>Knowledge of Communication Techniques</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Knowledge of communication strengthening methods and utilized techniques unclear	<b>2</b> Knowledge of communication strengthening methods evident. Utilized techniques loosely detailed	<b>3</b> Knowledge of communication strengthening methods evident. Utilized techniques detailed	<b>4</b> Knowledge of communication strengthening methods clearly evident. Utilized techniques well detailed	
<b>Appropriate Solutions</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Solutions are either unrealistic or inappropriate, explanation unclear or not provided	<b>2</b> Provided solutions are realistic and appropriate, explanation unclear	<b>3</b> Provided solutions are realistic, appropriate and explained	<b>4</b> Provided solutions are realistic, appropriate and explained well	

Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____



## INTERPERSONAL COMMUNICATIONS LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

Project Focus: \_\_\_\_\_ Family \_\_\_\_\_ Peer Groups \_\_\_\_\_ School Groups \_\_\_\_\_

FILE FOLDER						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
	0 No sources listed	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
Identify Communication Concerns 0–4 points	0 No evidence	1 Specific communication concern impacting selected group and explanation of methods/data unclear	2 Specific communication concern impacting selected group and explanation of methods/data loosely identified	3 Specific communication concern impacting selected group and explanation of methods/data identified	4 Specific communication concern impacting selected group and explanation of methods/data clearly identified	
	0 Not included	1 Goal and objective(s) are not specific, measurable, attainable, realistic or timely; little to no relation to FCCLA purposes	2 Goal and objective(s) are limited, may not be attainable, realistic or timely; loosely identifies and relates to at least 1 FCCLA purposes to project	3 Goal and objective(s) are specific, some are measurable, attainable, realistic or timely; identifies and relates to at least 1 FCCLA purposes to project	4 Goal and objective(s) are specific, measurable, attainable, realistic and timely; clearly identifies and relates to at least 1 FCCLA purposes to project	
Form a Plan 0–4 points	0 No evidence	1 Project goals, potential barriers and alternatives unclear. No budget or promotion included	2 Activities and timeline loosely identify project goals, potential barriers and alternatives. Budget and promotion included, but lack detail	3 Activities and timeline identify project goals, potential barriers and alternatives. Budget and promotion plans included	4 Activities and timeline clearly identify project goals, potential barriers and alternatives. Detailed budget and promotion plans included	
	0 No evidence	1 2 Communication techniques/solutions and/or Implementation plan unclear	3 Understanding of communication techniques/solutions poorly demonstrated. Implementation plan and steps loosely detailed	4 Understanding of communication techniques/solutions demonstrated. Implementation plan and steps detailed	5 Understanding of communication techniques/solutions clearly demonstrated. Implementation plan and steps well detailed	
Evaluation/ Follow-Up 0–5 points	0 No evidence	1 2 Evaluation methods unclear. Little to no information on project reach, replication, future efforts, lessons learned or plans for appreciation/recognition	3 Evaluation methods loosely detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	4 Evaluation methods utilized to detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	5 Evaluation methods utilized to clearly detail project reach, replication, future efforts, lessons learned and plans for appreciation/recognition	
	0 No evidence	1 2 Use of interpersonal communication techniques and methods unclear	3 Use of interpersonal communication techniques and methods loosely evident	4 Use of interpersonal communication techniques and methods evident	5 Use of interpersonal communication techniques and methods clearly evident	

## INTERPERSONAL COMMUNICATIONS LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Impact on Interpersonal Communications</b> 0–15 points	<b>0</b> No evidence	<b>1 2 3 4</b> Project impact on intended audience's interpersonal communications unclear. Related project implementation ethics and consideration for diverse perspectives poorly detailed or not included	<b>5 6 7 8</b> Project impact on intended audience's interpersonal communications loosely evident. Related project implementation ethics and consideration for diverse perspectives loosely detailed	<b>9 10 11 12</b> Project impact on intended audience's interpersonal communications evident. Related project implementation ethics and consideration for diverse perspectives detailed	<b>13 14 15</b> Project impact on intended audience's interpersonal communications clearly evident. Related project implementation ethics and consideration for diverse perspectives well detailed	
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Communication Techniques</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Knowledge of related communication techniques demonstrated poorly	<b>3</b> Knowledge of related communication techniques loosely demonstrated	<b>4</b> Knowledge of related communication techniques demonstrated	<b>5</b> Knowledge of related communication techniques clearly demonstrated	
<b>Relationship of Family and Consumer Sciences Coursework/Standards/National Programs</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

CASE STUDY						POINTS
<b>Knowledge of Communication Techniques</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Knowledge of communication strengthening methods and utilized techniques unclear	<b>2</b> Knowledge of communication strengthening methods evident. Utilized techniques loosely detailed	<b>3</b> Knowledge of communication strengthening methods evident. Utilized techniques detailed	<b>4</b> Knowledge of communication strengthening methods clearly evident. Utilized techniques well detailed	
<b>Appropriate Solutions</b> 0–4 points	<b>0</b> No evidence	<b>1</b> Solutions are either unrealistic or inappropriate, explanation unclear or not provided	<b>2</b> Provided solutions are realistic and appropriate, explanation unclear	<b>3</b> Provided solutions are realistic, appropriate and explained	<b>4</b> Provided solutions are realistic, appropriate and explained well	

Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____

## JOB INTERVIEW

### 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants must use the *portfolio* during the interview process and answer questions about the *portfolio* at this time. No other materials may be used during the interview.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competition.
4. Participant must apply for a job that matches their current skills, education level and relates to their career interests/goals. Letters of recommendation must not be the work of the participant.
5. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
6. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Job Application	Electrical Access—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

Audio	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 COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time. A job application must be completed and included in the <i>portfolio</i> . Download the form from the FCCLA Student Portal.			
15 minutes	Room consultants and evaluators will have 15 minutes to preview the <i>portfolio</i> ( <i>hardcopy</i> or electronic). The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
20 minutes	The interview may be up to 20 minutes in length. A 1-minute warning will be given at 19 minutes. The interview will be stopped at 20 minutes. The interview is a time for the participant(s), in the role of the interviewee, to present to the evaluators, in the role of the interviewer. The presentation is intended to be a two-way dialogue, rather than a one-way presentation.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 40 Minutes			

## JOB INTERVIEW SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 47 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–5 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 5 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## JOB INTERVIEW SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 27 8 ½" x 11" pages or 37 slides	Job Specification Sheet	Provide potential employer, selected job title applying for, brief job description, typical wages and expected hours. <b>Selected job must match participant's current skills, education level and relate to future career interests and goals. The position may be paid employment or volunteer.</b>		
	Business Communication	All student-created business communication documents must be complete, organized, neat, legible and <i>professional</i> , use correct grammar and spelling, have appropriate business formatting, be consistently written/stylized. Must match current skills and reflect future career goals.		
		Include completed job application (found in the FCCLA Portal) and resume.	Include completed job application (found in the FCCLA Portal), resume and one letter of recommendation (school official, administrator, counselor or teacher).	Include completed job application (found in the FCCLA Portal), 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).
	Career-Related Education	Describe <i>career-related education</i> promoting employability. Highlight the relationship between the selected job and achieved occupational skills gained through school activities, career research projects and Family and Consumer Sciences experience.		
	Educational Enhancement Opportunities	Describe educational enhancement opportunities promoting employability. Choose 2 from the following: <ul style="list-style-type: none"> <li>Career development planning</li> <li>Summaries of job shadowing</li> <li>Informational interviews</li> <li><i>Community</i> service project experiences</li> </ul>	Describe educational enhancement opportunities promoting employability. Choose 3 from the following: <ul style="list-style-type: none"> <li>Career development planning</li> <li>Summaries of job shadowing</li> <li>Informational interviews</li> <li><i>Community</i> service project experiences</li> </ul>	Describe educational enhancement opportunities promoting employability. Include each of the following: <ul style="list-style-type: none"> <li>Career development planning</li> <li>Summaries of job shadowing</li> <li>Informational interviews</li> <li><i>Community</i> service project experiences</li> </ul>
	Examples of Skills	Include evidence of 3 skills, talents and abilities related to selected job and career goals. Evidence must fit within <i>portfolio dimensions</i> . Skill samples and evidence are considered <i>content pages</i> . Evaluators will not consider audio and/or video.	Include evidence of 4 skills, talents and abilities related to selected job and career goals. Evidence must fit within <i>portfolio dimensions</i> . Skill samples and evidence are considered <i>content pages</i> . Evaluators will not consider audio and/or video.	Include evidence of 5 skills, talents and abilities related to selected job and career goals. Evidence must fit within <i>portfolio dimensions</i> . Skill samples and evidence are considered <i>content pages</i> . Evaluators will not consider audio and/or video.
	Portfolio Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

## JOB INTERVIEW

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
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 selected job for which they are applying. The <i>portfolio</i> must be used during the interview.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Knowledge of Selected Job	Provide proof of knowledge/specific abilities necessary to perform selected job. Highlight current skills and their relation to selected job including relevant <i>Family</i> and Consumers Sciences or related occupations coursework.		
Communication Skills	Demonstrate effective verbal and nonverbal communication skills.		
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' interview questions.		
Use of <i>Portfolio</i>	Use <i>portfolio</i> during interview to support understanding of selected job and emphasize skills.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms and eye contact throughout interview.		
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.		

## JOB INTERVIEW

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [Job Application](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)

**Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## JOB INTERVIEW

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  <div style="display: flex; justify-content: space-around;"> <span><b>0</b> No</span> <span><b>1</b> Yes</span> </div>		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder  <b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Binder is the official FCCLA binder  <b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<div style="display: flex; justify-content: space-around;"> <span><b>1</b> At least 2 errors</span> <span><b>2</b> 1 error</span> <span><b>3</b> no errors</span> </div> Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 5 Content Divider Pages or slides</li> <li>• Up to 27 content pages or 37 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____  Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>			<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible)  <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)  <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

**RATING ACHIEVED** (circle one)

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

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



## JOB INTERVIEW LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	1 Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	2 All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student- created business communications documents. (see specifications)	5 6 7 8 All student-created business communications documents included, but do not meet criteria (see specifications)	9 10 All student-created business communications documents included and generally meet criteria (see specifications)	11 12 All student-created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 2 educational enhancement opportunities included. (See specifications)	3 2 educational enhancement opportunities loosely detailed. (See specifications)	4 2 educational enhancement opportunities detailed. (See specifications)	5 2 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 3 skills, talents and abilities included	3 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 3 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
Knowledge of Selected Job 0–12 points	0 Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of Portfolio During Interview 0–4 points	0 Portfolio is not used during interview	1 2 Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		

## JOB INTERVIEW LEVEL 1 RUBRIC (CONTINUED)

<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> No grammatical or pronunciation errors		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## JOB INTERVIEW LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	1 Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	2 All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student- created business communications documents. (see specifications)	5 6 7 8 All student-created business communications documents included, but do not meet criteria (see specifications)	9 10 All student-created business communications documents included and generally meet criteria (see specifications)	11 12 All student-created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 3 educational enhancement opportunities included. (See specifications)	3 3 educational enhancement opportunities loosely detailed. (See specifications)	4 3 educational enhancement opportunities detailed. (See specifications)	5 3 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 4 skills, talents and abilities included	3 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 4 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
Knowledge of Selected Job 0–12 points	0 Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of Portfolio During Interview 0–4 points	0 Portfolio is not used during interview	1 2 Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		

## JOB INTERVIEW LEVEL 2 RUBRIC (CONTINUED)

<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> No grammatical or pronunciation errors		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## JOB INTERVIEW LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Job Specification Sheet 0–2 points	0 Not included	1 Missing at least 1 selected job specifications (see specifications). Position relates to applicants current skill/education levels and future career interests/goals	2 All selected job specifications included (see specifications). Position clearly relates to applicants current skill/education levels and future career interests/goals			
Business Communication 0–12 points	0 Not included	1 2 3 4 Missing at least 1 student- created business communications documents. (see specifications)	5 6 7 8 All student-created business communications documents included, but do not meet criteria (see specifications)	9 10 All student-created business communications documents included and generally meet criteria (see specifications)	11 12 All student-created business communications documents included and meet criteria (see specifications)	
Career Related Education 0–5 points	0 Not included	1 2 Relevant education, skills, research and experience poorly detailed	3 Relevant education, skills, research and experience loosely detailed	4 Relevant education, skills, research and experience detailed	5 Relevant education, skills, research and experience well detailed	
Educational Enhancement Opportunities 0–5 points	0 Not included	1 2 Less than 4 educational enhancement opportunities included. (See specifications)	3 4 educational enhancement opportunities loosely detailed. (See specifications)	4 4 educational enhancement opportunities detailed. (See specifications)	5 4 educational enhancement opportunities well detailed. (See specifications)	
Examples of Skills 0–5 points	0 Not included	1 2 Less than 5 skills, talents and abilities included	3 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are loosely detailed	4 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are detailed	5 Evidence of 5 skills, talents and abilities fit portfolio dimensions and are well detailed	
Portfolio Appearance 0–3 points	0 Not included	1 Portfolio has many errors and is not aesthetically pleasing	2 Portfolio is neat, legible and professional with minimal grammar and spelling errors	3 Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
Knowledge of Selected Job 0–12 points	0 Little to no evidence of knowledge, skills and abilities necessary to perform selected job	1 2 3 Minimal evidence of knowledge, skills and abilities necessary to perform selected job	4 5 6 Knowledge, skills and abilities necessary to perform selected job is evident, not effectively incorporated in interview	7 8 9 Knowledge, skills and abilities necessary to perform selected job evident and incorporated in interview	10 11 12 Knowledge, skills and abilities necessary to perform selected job clearly evident and incorporated in interview	
Communication Skills 0–11 points	0 No interview took place	1 2 3 Verbal and nonverbal communication skills poorly demonstrated	4 5 6 Verbal and nonverbal communication skills demonstrated	7 8 9 Effective verbal and nonverbal communication skills demonstrated	10 11 Effective verbal and nonverbal communication skills clearly demonstrated	
Responses to Evaluators' Questions 0–15 points	0 Did not answer evaluators' questions	1 2 3 4 Unable to answer some questions	5 6 7 8 Responded to all questions, but without ease or accuracy	9 10 11 12 Gave appropriate responses to evaluators' questions	13 14 15 Responses to questions were appropriate and given without hesitation	
Use of Portfolio During Interview 0–4 points	0 Portfolio is not used during interview	1 2 Portfolio is referenced but not used to support knowledge or skills	3 Portfolio used minimally to support knowledge and skills	4 Portfolio used appropriately to emphasize knowledge and skills		

## JOB INTERVIEW

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> No grammatical or pronunciation errors		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## LEADERSHIP

### LEADERSHIP

An *individual event* recognizes participants who actively evaluate and grow in their leadership potential. Participants choose a leadership book to read and then 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi — No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

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

## LEADERSHIP COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio (hardcopy or electronic)</i> to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio (hardcopy or electronic)</i> before the presentation begins, during participant set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1–minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 30 Minutes			

## LEADERSHIP SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 60 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½” x 11” page or 1 slide	<i>Project Identification Page</i>	Must include participant’s name(s), chapter name, school, city, state, event name, level and project title. Page can be up to 1 - 8 ½” x 11” page or 1 slide, but cannot be larger.		
1– 8 ½” x 11” page or 1 slide	<i>Table of Contents</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	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1– 8 ½” x 11” page or 1 slide	<i>Selected Leadership Book</i>		Indicate selected leadership book. Include title, author and brief summary.	
1– 8 ½” x 11” page or 1 slide	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the “Surveys Applications” tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		



## LEADERSHIP SPECIFICATIONS (CONTINUED)

<b>0–7 Content Divider/section pages or slides</b>	<b>Content Divider Pages or sections</b>	Use 0 to 7 <i>Content</i> Divider/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> .
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SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 31 8 ½" x 11" pages or 48 slides	<b>Leadership Profile and Employability Skills Checklist</b>	<p>Use the “Personal Leadership Profile and Employability Skills Checklist Instructions” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to create a Personal Leadership Profile to outline leadership activities or experiences in the following areas:</p> <ul style="list-style-type: none"> <li>FCCLA (<i>National Programs</i>, Competitive Events, Leadership Academy, local/regional/state/national leadership roles, etc.)</li> <li>School (clubs, sports, activities, etc.)</li> <li>Personal/<i>Family/Community</i> (<i>employment</i>, clubs, organizations, etc.)</li> </ul> <p>Use the Employability Skills Checklist to indicate employability skills developed or improved through completing the identified leadership activity/experience. Must not exceed 3 - 8½ “x 11” pages or 5 slides.</p>		
	<b>Leadership Competencies Inventory (Self) Analysis and Summary</b>	Use the “FCCLA Leadership Competencies Inventory (Self),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to complete an inventory and analyze results. To effectively convey results, participant may use graphs, narratives, bullet points, etc. Must not exceed 4 - 8½ “x 11” pages or 6 slides.	Use the “FCCLA Leadership Competencies Inventory (Self),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to complete an inventory, analyze results and prepare a results summary connecting the chosen leadership book. To effectively convey results, participant may use graphs, narratives, bullet points, etc. Must not exceed 4 - 8½ “x 11” pages or 6 slides.	
	<b>Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary</b>	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 1 observer.</p> <ul style="list-style-type: none"> <li>Teacher or adviser</li> </ul> <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 2 observers.</p> <ul style="list-style-type: none"> <li>Teacher or adviser</li> <li>Non–<i>family</i> adult</li> </ul> <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>	<p>Use the “FCCLA Leadership Competencies Inventory (Observer),” located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal to gather leadership skills insight from 3 observers.</p> <ul style="list-style-type: none"> <li>Teacher or adviser</li> <li>Non–<i>family</i> adult</li> <li><i>Peer</i> (who has observed participant in a leadership role)</li> </ul> <p>Use the gathered assessment information and results from the Leadership Inventory to develop an image awareness summary of leadership strengths and identify areas for growth. Make connections to the chosen leadership book. Must not exceed 7–8½ “x 11” pages or 10 slides.</p>

## LEADERSHIP SPECIFICATIONS (CONTINUED)

<p><b>Up to 31 8 ½" x 11" pages or 48 slides (continued)</b></p>	<p><b>Admirable Leader Summary</b></p>	<p>Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 1 admirable leader or person in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationship has been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2– 8 ½"x11" pages or 3 slides.</p>	<p>Use the FCCLA Leadership Competencies Inventory (Self) questions to describe 2 admirable leaders or people in participant's life. Description must include attributes contributing to their leadership and a summary detailing how the relationships have been meaningful to participant's personal growth (may be leadership related or in another capacity). Must not exceed 2– 8 ½"x11" pages or 3 slides.</p>
	<p><b>Leadership Development Plan (LDP)</b></p>	<p>Use information obtained from the FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies Inventory (Observer) and Admirable Leader Summary sections to develop the Leadership Development Plan (LDP), located in the STAR Events Templates and <i>Resources</i> folder of the FCCLA Portal. Identify 3 leadership objectives pertaining to either participant's personal leadership abilities or general leadership activities. Identify 3 short-term, SMART goals for each objective. Smart goals are specific, measurable, attainable, realistic and time-bound. In addition to participant's personal LDP, include a detailed description of the progress and experience gained from working on each objective and subsequent goals. Must not exceed 10– 8 ½"x 11" pages or 15 slides.</p>	

## LEADERSHIP SPECIFICATIONS (CONTINUED)

Up to 31 8 ½" x 11" pages or 48 slides (continued)	Outside Perspective Reflection	Include a third-party reflection from the individual who completed the FCCLA Leadership Competencies Inventory (Observer) or a new individual who has witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third party's reflection by explaining what they aim to achieve from developing the LDP. Third-party reflection must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.	Include 1 third-party reflection from either 1 of the 2 individuals who completed the FCCLA Leadership Competencies Inventory (Observer) or a new individual who has witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third party's reflection by explaining what they aim to achieve from developing the LDP. Third-party reflection must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.	Include 2 third-party reflections from either 2 of the 3 individuals who completed the FCCLA Leadership Competencies Inventory (Observer) or 2 new individuals who have witnessed the participant's efforts toward working on their LDP. Participant must provide insight to the third-party reflections by explaining what they aim to achieve from developing the LDP. Third-party reflections must include the third party's name, relationship to participant and a brief description of observed impacts or effects of the LDP. Must not exceed 2–8 ½"x11" pages or 4 slides.
	Leadership Reflection	Discuss impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	Discuss impact and effectiveness of working toward personal leadership goals. Summarize reflections from experiences developing leadership skills and make connections to the chosen leadership book. What was learned? How did participant utilize and build upon leadership strengths or identify weaknesses to improve? What will participant apply in future leadership roles? What actions will participant plan to take for future development? Include any other thoughts on leadership. Must not exceed 4 8 ½"x11" pages or 6 slides.	
	Works Cited/ Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	Portfolio must be neat, legible, <i>professional</i> , creative and use correct grammar and spelling.		

## LEADERSHIP

### SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
Knowledge of Self	Demonstrate thorough knowledge of self and the ways in which participant grew during project.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to selected topic.	Describe the relationship of Family and Consumer Sciences coursework to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected topic. Explain which FCCLA National Program(s) could be used during project implementation.
Use of <i>Portfolio</i> and <i>Visuals</i>	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	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.		
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' interview questions.		

# LEADERSHIP

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [Leadership Profile and Employability Skills Checklist](#)
- [Leadership Competencies Inventory \(Self\) Analysis and Summary](#)
- [Leadership Competencies Inventory \(Observer\) Analysis and Image Awareness Summary](#)
- [Leadership Development Plan \(LDP\)](#)
- [Leadership Book Recommendations](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)

**Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## LEADERSHIP

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition</b> 0 or 1 point	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
<b>OR</b>	<b>0</b>	<b>1</b>	
<b>Electronic Portfolio</b> 0 or 1 point	Electronic Portfolio not in viewable format to the evaluators	Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>At least 2 errors</b> <b>2</b> <b>1 error</b> <b>3</b> <b>no errors</b> Portfolio is completed correctly and does not exceed 43 single-sided pages or 60 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Identify Selected Leadership Book (Level 2 and Levels 3 &amp; 4 only)</li> <li>• Up to 7 Content Divider Pages or slides</li> <li>• Up to 31 content pages or 48 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators		<b>FINAL SCORE</b>
	= <b>AVERAGE EVALUATOR SCORE</b>		(Average Evaluator Score plus Room Consultant Score)
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		

**RATING ACHIEVED** (circle one)**VERIFICATION OF FINAL SCORE & RATING** (please initial)

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

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## LEADERSHIP LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	1 2 Personal Leadership Profile missing at least 1 area (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page/slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page/slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page/slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page/slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self-inventory, analysis and results summary poorly detailed. Exceeds page/slide count	4 5 Self-inventory, analysis and results summary loosely detailed. Does not exceed page/slide count	6 7 Self-inventory, analysis and results summary detailed. Does not exceed page/slide count	8 Self-inventory, analysis and results summary well detailed. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from 1 observer (see specifications). Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 1 observer (see specifications). Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	1 2 1 significant leader or person vaguely identified. Leadership attributes and relationships summary poorly detailed. Exceeds page/slide count	3 1 significant leader or person identified. Leadership attributes and relationships summary loosely detailed. Does not exceed page/slide count	4 1 significant leader or person identified. Leadership attributes and relationships summary detailed. Does not exceed page/slide count	5 1 significant leader or person clearly identified. Leadership attributes and relationships summary well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	1 2 LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 1 third-party reflection included, generally meets criteria (see specifications).	2 1 third-party reflection well detailed and meets criteria (see specifications).			

## LEADERSHIP LEVEL 1 RUBRIC (CONTINUED)

<b>Leadership Reflection</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience unclear. Exceeds page/slide count	<b>4 5 6</b> Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience general. Does not exceed page/slide count	<b>7 8</b> Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience included. Does not exceed page/slide count	<b>9 10</b> Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clear. Does not exceed page/slide count	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Self</b> 0–5 points	<b>0</b> Little to no evidence of self-knowledge	<b>1 2</b> Minimal evidence of self-knowledge	<b>3</b> Self-knowledge is evident, but not effectively incorporated in presentation	<b>4</b> Self-knowledge is evident and incorporated in presentation	<b>5</b> Self-knowledge is clearly evident and incorporated in presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			





## LEADERSHIP

### LEVEL 1 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## LEADERSHIP LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Leadership Profile and Employability Skills Checklist 0–5 points	0 Not included	1 2 Personal Leadership Profile missing at least 1 areas (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page/slide count	3 Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page/slide count	4 Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page/slide count	5 Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page/slide count	
Leadership Competencies Inventory (Self) Summary 0–8 points	0 Not included	1 2 3 Self-inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	4 5 Self-inventory, analysis and results summary loosely detailed. Generally connects to leadership book. Does not exceed page/slide count	6 7 Self-inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	8 Self-inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
Leadership Competencies Inventory (Observer) and Image Awareness Summary 0–8 points	0 Not included	1 2 3 Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 2 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	4 5 Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 2 observers (see specifications). Generally connects to leadership book. Does not exceed page/slide count	6 7 Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 2 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	8 Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 2 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
Admirable Leader Summary 0–5 points	0 Not included	1 2 Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	3 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	4 2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	5 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
Leadership Development Plan (LDP) 0–6 points	0 Not included	1 2 LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	3 4 LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	5 LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	6 LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
Outside Perspective Reflection 0–2 points	0 Not included	1 1 third-party reflection included, generally meets criteria (see specifications).	2 1 third-party reflection well detailed and meets criteria (see specifications).			

## LEADERSHIP LEVEL 2 RUBRIC (CONTINUED)

<b>Leadership Reflection</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience and connection to leadership book unclear. Exceeds page/slide count	<b>4 5 6</b> Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience generally connects to leadership book. Does not exceed page/slide count	<b>7 8</b> Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience connects to leadership book. Does not exceed page/slide count	<b>9 10</b> Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clearly connects to leadership book. Does not exceed page/slide count	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Self</b> 0–5 points	<b>0</b> Little to no evidence of self-knowledge	<b>1 2</b> Minimal evidence of self-knowledge	<b>3</b> Self-knowledge is evident, but not effectively incorporated in presentation	<b>4</b> Self-knowledge is evident and incorporated in presentation	<b>5</b> Self-knowledge is clearly evident and incorporated in presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## LEADERSHIP

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____ <b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____	

## LEADERSHIP LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Leadership Profile and Employability Skills Checklist</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Personal Leadership Profile missing at least 1 area (see specifications). Employability skills developed or improved poorly detailed in Employability Skills Checklist. Exceeds page slide count	<b>3</b> Personal Leadership Profile generally outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved loosely detailed in Employability Skills Checklist. Does not exceed page slide count	<b>4</b> Personal Leadership Profile outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved detailed in Employability Skills Checklist. Does not exceed page slide count	<b>5</b> Personal Leadership Profile clearly outlines leadership activities and experiences in all three areas (see specifications). Employability skills developed or improved well detailed in Employability Skills Checklist. Does not exceed page slide count	
<b>Leadership Competencies Inventory (Self) Summary</b> 0–8 points	<b>0</b> Not included	<b>1 2 3</b> Self-inventory, analysis and results summary poorly detailed. Leadership book connection unclear. Exceeds page/slide count	<b>4 5</b> Self-inventory, analysis and results summary loosely detailed. Generally, connects to leadership book. Does not exceed page/slide count	<b>6 7</b> Self-inventory, analysis and results summary detailed. Connects to leadership book. Does not exceed page/slide count	<b>8</b> Self-inventory, analysis and results summary well detailed. Clearly connects to leadership book. Does not exceed page/slide count	
<b>Leadership Competencies Inventory (Observer) and Image Awareness Summary</b> 0–8 points	<b>0</b> Not included	<b>1 2 3</b> Image awareness summary, leadership strengths and areas for growth poorly detailed. Includes feedback from less than 3 observers (see specifications). Leadership book connection unclear. Exceeds page/slide count	<b>4 5</b> Image awareness summary, leadership strengths and areas for growth loosely detailed. Includes feedback from 3 observers (see specifications). Generally, connects to leadership book. Does not exceed page/slide count	<b>6 7</b> Image awareness summary, leadership strengths and areas for growth detailed. Includes feedback from 3 observers (see specifications). Connects to leadership book. Does not exceed page/slide count	<b>8</b> Image awareness summary, leadership strengths and areas for growth well detailed. Includes feedback from 3 observers (see specifications). Clearly connects to leadership book. Does not exceed page/slide count	
<b>Admirable Leader Summary</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Less than 2 significant leaders or people identified. Leadership attributes and relationship summaries poorly detailed. Exceeds page/slide count	<b>3</b> 2 significant leaders or people identified. Leadership attributes and relationship summaries loosely detailed. Does not exceed page/slide count	<b>4</b> 2 significant leaders or people identified. Leadership attributes and relationship summaries detailed. Does not exceed page/slide count	<b>5</b> 2 significant leaders or people clearly identified. Leadership attributes and relationship summaries well detailed. Does not exceed page/slide count	
<b>Leadership Development Plan (LDP)</b> 0–6 points	<b>0</b> Not included	<b>1 2</b> LDP identifies less than 3 leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained poorly detailed. Exceeds page/slide count	<b>3 4</b> LDP identifies 3 or fewer leadership objectives with 3 or fewer subsequent short-term, SMART goals for each objective. Description of progress and experience gained loosely detailed. Does not exceed page/slide count	<b>5</b> LDP identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain detailed. Does not exceed page/slide count	<b>6</b> LDP clearly identifies 3 leadership objectives and 3 subsequent short-term, SMART goals for each objective. Description of progress and experienced gain well detailed. Does not exceed page/slide count	
<b>Outside Perspective Reflection</b> 0–2 points	<b>0</b> Not included	<b>1</b> Less than 2 third-party reflections included, generally meet criteria (see specifications).	<b>2</b> 2 third-party reflections well detailed and meet criteria (see specifications).			

## LEADERSHIP LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Leadership Reflection</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Impact and effectiveness of working towards leadership objectives and goals poorly detailed. Summary of leadership development experience and connection to leadership book unclear. Exceeds page/slide count	<b>4 5 6</b> Impact and effectiveness of working towards leadership objectives and goals loosely detailed. Summary of leadership development experience generally connects to leadership book. Does not exceed page/slide count	<b>7 8</b> Impact and effectiveness of working towards leadership objectives and goals detailed. Summary of leadership development experience connects to leadership book. Does not exceed page/slide count	<b>9 10</b> Impact and effectiveness of working towards leadership objectives and goals well detailed. Summary of leadership development experience clearly connects to leadership book. Does not exceed page/slide count	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> No sources listed	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Not included	<b>1</b> Portfolio has many errors and is not aesthetically pleasing	<b>2</b> Portfolio is neat, legible and professional with minimal grammar and spelling errors	<b>3</b> Portfolio is neat, legible, professional and very creative with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Self</b> 0–5 points	<b>0</b> Little to no evidence of self-knowledge	<b>1 2</b> Minimal evidence of self-knowledge	<b>3</b> Self-knowledge is evident, but not effectively incorporated in presentation	<b>4</b> Self-knowledge is evident and incorporated in presentation	<b>5</b> Self-knowledge is clearly evident and incorporated in presentation	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and Visuals during Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## LEADERSHIP

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>		
	Evaluator #: _____		
	Evaluator Initials: _____		
	RC Initials: _____		

## NATIONAL PROGRAMS IN ACTION

### NATIONAL PROGRAMS IN ACTION

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

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Choose one of the FCCLA *National Programs* from page 17.
3. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
4. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder, Oral Presentation and Visuals</i>	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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



## NATIONAL PROGRAMS IN ACTION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). <i>File folders</i> will be returned to participants at the end of scoring.		
Total Time: 25 Minutes			

## NATIONAL PROGRAMS IN ACTION SPECIFICATIONS

PRESENTATION MATERIALS	
<i>File Folder</i>	Participant will submit one letter-size <i>file folder</i> 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 <i>file folder</i> must be labeled (either typed or handwritten) in the top left corner with name of event, level, participant's name(s) and state.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, project title, and name of the National Program. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
<i>FCCLA Planning Process Summary Page</i>	1– 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project.		
<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		

PRESENTATION FORMAT	
<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must deal with how each step of the <i>Planning Process</i> was used to plan and implement a national program project. Participants may use any combination of <i>props</i> , 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.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Identify Concerns: Address Specific Needs</b>	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> and/or statewide need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide and/or national need.	Use surveys, interviews, media or observations to gather data. Select a project to meet a specific and meaningful school, <i>community</i> , statewide, national and/or global need.
<b>Set a Goal: SMART Goal</b>	Develop a project goal that is specific, measurable, achievable, relevant and time bound.		
<b>Set a Goal: Appropriate Goal</b>	Explain how established SMART goals relate to the national program concern and the chapter and <i>community's</i> size/demographics		

## NATIONAL PROGRAMS IN ACTION

### SPECIFICATIONS (CONTINUED)

Form a Plan: Organization	Plan project to meet project goals, identify standards, examine alternative actions, consider consequences of various alternatives and select acceptable alternatives.		
Form a Plan: Partners and Resources	Identify potential project <i>resources</i> and partners on the school, <i>community</i> and/or state levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state and/or national levels.	Identify potential project <i>resources</i> and partners on the school, <i>community</i> , state, national and/or global levels.
Form a Plan: Timeline	Develop a project timeline that is workable and has realistic steps and deadlines.		
Form a Plan: Work Plan	Develop specific work plans - who, what, where, when, and how; list abilities, skills, and knowledge required for successful implementation.		
Form a Plan: Increase Awareness/ Public Relations	Develop plans to promote the project before, during and after implementation.	Develop plans to promote the project before, during and after implementation. Include a list of local, state and/or national media outlets (newspaper, radio, podcasts, etc.) and appropriate decision-makers and elected officials.	
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.		
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre-and post-surveys, interviews, reports, observations, formal evaluations. Include project reach data. Describe replication plans, future efforts, lessons learned and appreciation/recognition.		
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 current data to support and describe the project and explaining research conducted.		
Relationship of Family and Consumer Sciences Coursework/ Standards/National Programs	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Visuals during Presentation	Use <i>visuals</i> to accentuate the oral presentation.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
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.		

## NATIONAL PROGRAMS IN ACTION

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## NATIONAL PROGRAMS IN ACTION

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)			
	<b>0</b> No	<b>1</b> Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline		
<b>File Folder</b> 0–4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none"> <li>• 1 Project ID page or slide</li> <li>• 1 Planning Process Summary page</li> <li>• Project Summary Form Submission Proof</li> </ul>	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation		
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed		

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL
Evaluator 1: _____	Initials: _____	(8 Points Possible)
Evaluator 2: _____	Initials: _____	<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____	(92 Points Possible)
Total Score: _____	Divided by # of Evaluators	<b>FINAL SCORE</b>
	<b>= AVERAGE EVALUATOR SCORE</b>	(Average Evaluator Score plus
	<i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>	Room Consultant Score)

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

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

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

## NATIONAL PROGRAMS IN ACTION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

### FCCLA NATIONAL PROGRAMS (CHECK ONE)

Career Connection		Families First	
Community Service		Power of One	
FACTS (Families Acting for Traffic Safety)		Stand Up	
Financial Fitness		Student Body	

FILE FOLDER	POINTS					
<b>Identify Concerns: Address Specific Needs</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community and/or statewide need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	
<b>Identify Concerns: Knowledge of the National Program</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	<b>3</b> Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	<b>4</b> Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	<b>5</b> Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
<b>Set a Goal: SMART Goal</b> 0–4 points	<b>0</b> No evidence	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>4</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Set a Goal: Appropriate Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	<b>3</b> Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	<b>4</b> Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	<b>5</b> Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
<b>Form a Plan: Organization</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3 4</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>6</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Form a Plan: Partners and Resources</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community and/or state levels	<b>2</b> Potential partners and resources are identified on the school, community and/or state levels	<b>3</b> Potential partners and resources are clearly identified on the school, community and/or state levels		
<b>Form a Plan: Timeline</b> 0–4 points	<b>0</b> No evidence	<b>1 2</b> Timeline is provided but is not workable or has unrealistic deadlines	<b>3</b> General timeline is provided	<b>4</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Form a Plan: Work Plan</b> 0–7 points	<b>0</b> No evidence	<b>1 2 3</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>4 5</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>6 7</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## NATIONAL PROGRAMS IN ACTION LEVEL 1 RUBRIC (CONTINUED)

<b>Form a Plan: Increase Awareness/ Public Relations</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed	<b>2</b> Promotion plans before, during and after project implementation are developed	<b>3</b> Promotion plans before, during and after project implementation are well developed		
<b>Act: Action Taken on Plan</b> 0–10 points	<b>0</b> No evidence	<b>1 2 3</b> Action step(s) unclear. Explanation of actions and outcomes poorly detailed	<b>4 5 6</b> Each action step is taken. Explanation of actions and outcomes loosely detailed	<b>7 8</b> Each action step is taken. Explanation of actions and outcomes detailed	<b>9 10</b> Each action step is clearly taken. Explanation of actions and outcomes well detailed	
<b>Follow Up: Evaluation</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>5</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship to Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework service project		
<b>Use of Visuals during Presentation</b> 0–6 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used minimally during presentation OR was used to limited amount of speaking time	<b>3 4</b> Visuals incorporated throughout presentation	<b>5</b> Visuals used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation and visuals	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators’ Questions</b> 0–3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators’ questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:

**TOTAL**  
(92 Points Possible)

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

Evaluator Initials: \_\_\_\_\_

RC Initials: \_\_\_\_\_

## NATIONAL PROGRAMS IN ACTION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

### FCCLA NATIONAL PROGRAMS (CHECK ONE)

Career Connection		Families First	
Community Service		Power of One	
FACTS (Families Acting for Traffic Safety)		Stand Up	
Financial Fitness		Student Body	

FILE FOLDER						POINTS
<b>Identify Concerns: Address Specific Needs</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide and/or national need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide and/or national need	
<b>Identify Concerns: Knowledge of the National Program</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	<b>3</b> Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	<b>4</b> Selected National Program is shared. Relationship between National Program, identified concerns and project components detailed	<b>5</b> Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
<b>Set a Goal: SMART Goal</b> 0–4 points	<b>0</b> Target audience not identified	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>4</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Set a Goal: Appropriate Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	<b>3</b> Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	<b>4</b> Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	<b>5</b> Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
<b>Form a Plan: Organization</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3 4</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>6</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Form a Plan: Partners and Resources</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state and/or national levels	<b>2</b> Potential partners and resources are identified on the school, community, state and/or national levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state and/or national levels		
<b>Form a Plan: Timeline</b> 0–4 points	<b>0</b> No evidence	<b>1 2</b> Timeline is provided but is not workable or has unrealistic deadlines	<b>3</b> General timeline is provided	<b>4</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Form a Plan: Work Plan</b> 0–7 points	<b>0</b> No evidence	<b>1 2 3</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>4 5</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>6 7</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## NATIONAL PROGRAMS IN ACTION LEVEL 2 RUBRIC (CONTINUED)

<b>Form a Plan: Increase Awareness/ Public Relations</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Act: Action Taken on Plan</b> 0–10 points	<b>0</b> No evidence	<b>1 2 3</b> Action step(s) unclear. Explanation of actions and outcomes poorly detailed	<b>4 5 6</b> Each action step is taken. Explanation of actions and outcomes loosely detailed	<b>7 8</b> Each action step is taken. Explanation of actions and outcomes detailed	<b>9 10</b> Each action step is clearly taken. Explanation of actions and outcomes well detailed	
<b>Follow Up: Evaluation</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>5</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship to Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Visuals during Presentation</b> 0–6 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used minimally during presentation OR was used to limited amount of speaking time	<b>3 4</b> Visuals incorporated throughout presentation	<b>5</b> Visuals used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation and visuals	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	



## NATIONAL PROGRAMS IN ACTION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

### FCCLA NATIONAL PROGRAMS (CHECK ONE)

Career Connection		Families First	
Community Service		Power of One	
FACTS (Families Acting for Traffic Safety)		Stand Up	
Financial Fitness		Student Body	

FILE FOLDER						POINTS
<b>Identify Concerns: Address Specific Needs</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> No survey, interview, media or observational data used or project's specific and meaningful school, community, statewide, national and/or global need is unclear	<b>3</b> Limited survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community and/or statewide need	<b>5</b> Extensive survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	
<b>Identify Concerns: Knowledge of the National Program</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Selected National Program is unclear. Relationship between National Program, identified concerns and project components poorly detailed	<b>3</b> Selected National Program is shared. Relationship between National Program, identified concerns and project components loosely detailed	<b>4</b> Survey, interview, media or observational data used to select a project to meet a specific and meaningful school, community, statewide, national and/or global need	<b>5</b> Selected National Program is clear. Relationship between National Program, identified concerns and project components well detailed	
<b>Set a Goal: SMART Goal</b> 0–4 points	<b>0</b> Target audience not identified	<b>1 2</b> Project goal(s) do not meet all criteria	<b>3</b> Project goal(s) are specific, measurable, achievable, relevant and time-bound	<b>4</b> Project goal(s) are extremely specific, measurable, achievable, relevant and time-bound		
<b>Set a Goal: Appropriate Goal</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> National program concern relationship to SMART goals unclear. chapter/community demographics poorly detailed	<b>3</b> Established SMART goal(s) generally relate to national program concern. Relation to chapter/community demographics loosely detailed	<b>4</b> Established SMART goal(s) relate to national program concern. Relation to chapter/community demographics detailed	<b>5</b> Established SMART goal(s) clearly relate to national program concern. Relation to chapter/community demographics well detailed	
<b>Form a Plan: Organization</b> 0–6 points	<b>0</b> No evidence	<b>1 2</b> Project plan is disorganized and does not meet criteria requirements	<b>3 4</b> Project plan loosely meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>5</b> Project plan meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	<b>6</b> Project plan clearly meets project goals, identifies standards, examines alternative actions, considers consequences of alternatives and selects acceptable alternatives	
<b>Form a Plan: Partners and Resources</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Potential partners and resources are loosely identified on the school, community, state, national and/or global levels	<b>2</b> Potential partners and resources are identified on the school, community, state, national and/or global levels	<b>3</b> Potential partners and resources are clearly identified on the school, community, state, national and/or global levels		
<b>Form a Plan: Timeline</b> 0–4 points	<b>0</b> No evidence	<b>1 2</b> Timeline is provided but is not workable or has unrealistic deadlines	<b>3</b> General timeline is provided	<b>4</b> Detailed timeline is workable with realistic steps and deadlines		
<b>Form a Plan: Work Plan</b> 0–7 points	<b>0</b> No evidence	<b>1 2 3</b> Work plans are loosely specific to members and volunteers. Lacks member and volunteer role assignments	<b>4 5</b> Work plans are specific to members and volunteers. Includes member and volunteer role assignments	<b>6 7</b> Work plans are detailed and specific to members and volunteers. Includes detailed member and volunteer role assignments		

## NATIONAL PROGRAMS IN ACTION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Form a Plan: Increase Awareness/ Public Relations</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Promotion plans before, during and after project implementation are poorly developed. Vague list of local, state and/or national media outlets and decision-makers included	<b>2</b> Promotion plans before, during and after project implementation are developed. List of local, state and/or national media outlets and decision-makers included	<b>3</b> Promotion plans before, during and after project implementation are well developed. Detailed list of local, state and/or national media outlets and decision-makers included		
<b>Act: Action Taken on Plan</b> 0–10 points	<b>0</b> No evidence	<b>1 2 3</b> Action step(s) unclear. Explanation of actions and outcomes poorly detailed	<b>4 5 6</b> Each action step is taken. Explanation of actions and outcomes loosely detailed	<b>7 8</b> Each action step is taken. Explanation of actions and outcomes detailed	<b>9 10</b> Each action step is clearly taken. Explanation of actions and outcomes well detailed	
<b>Follow Up: Evaluation</b> 0–5 points	<b>0</b> No evidence	<b>1 2</b> Lacks evaluation methods. Project reach data poorly documented. No plans for replication, future efforts, lessons learned and recognition	<b>3</b> Includes limited evaluation methods. Project reach data documented. Loose plans for replication, future efforts, lessons learned and recognition	<b>4</b> Includes evaluation methods. Project reach data documented. Plans for replication, future efforts, lessons learned and recognition	<b>5</b> Includes multiple evaluation methods. Project reach data well documented. Detailed plans for replication, future efforts, lessons learned and recognition	
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship to Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Visuals during Presentation</b> 0–6 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used minimally during presentation OR was used to limited amount of speaking time	<b>3 4</b> Visuals incorporated throughout presentation	<b>5</b> Visuals used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation and visuals	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## NATIONAL PROGRAMS IN ACTION

### LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					<b>Evaluator #:</b> _____	
					<b>Evaluator Initials:</b> _____	
					<b>RC Initials:</b> _____	

## NUTRITION AND WELLNESS

### 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio, Visuals and Oral Presentation</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## NUTRITION AND WELLNESS COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> ( <i>hardcopy</i> or electronic) 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).		
Total Time: 30 Minutes			

## NUTRITION AND WELLNESS SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> is turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 59 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–9 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 9 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## NUTRITION AND WELLNESS SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	Subject Profile	Detail the project subject's past and current nutrition and wellness information.  1 <i>team</i> member will act as the project subject.	Detail the project subject's past and current nutrition and wellness information.  <i>Team</i> member may not act as the project subject. Select one of the following options: <ul style="list-style-type: none"> <li>• <i>Family</i>: project subject is either immediate <i>family</i> or a household member of an individual participants.</li> <li>• <i>Community Business or Industry</i>: project subject is based on an institution or <i>campaign</i> in the participant's <i>community</i> (school, nursing home, early childhood center, specific restaurant, etc.)</li> </ul>	
3– 8 ½" x 11" pages or 4 slides	Nutrition and Wellness Research	Determine at least 3 key nutrition issues and 3 key wellness issues relating to the project area. Detail current information for each item.	Determine at least 4 key nutrition issues and 4 key wellness issues relating to the project area. Detail current information for each item.	Determine at least 5 key nutrition issues and 5 key wellness issues relating to the project area. Detail current information for each item.
Up to 35 8 ½" x 11" pages or 45 slides	Nutrition and Wellness Tracking	Track project subject's current nutritional intake and wellness activity for 4 consecutive days. Provide summary. Participants may determine tracking method.	Track project subject's current nutritional intake and wellness activity for 7 consecutive days. Provide summary. Participants may determine tracking method.	Track project subject's current nutritional intake and wellness activity for 10 consecutive days. Provide summary. Participants may determine tracking method.
	Nutrition and Wellness Goals & Concerns	Develop at least 3 project subject's concerns and At least 3 goals to improve their nutrition and wellness plan. Outline steps necessary to address concerns and reach goals. Include project subject's personal goals and/or health concerns.	Develop at least 4 project subject's concerns and at least 4 goals to improve their nutrition and wellness plan. Outline steps necessary to address concerns and reach goals. Include project subject's personal goals and/or health concerns.	Develop at least 5 project subject's concerns and at least 5 goals to improve their nutrition and wellness plan. Outline steps necessary to address concerns and reach goals. Include project subject's personal goals and/or health concerns.
		NOTE: If health concerns are involved, seek the assistance of a trained, <i>professional</i> (doctor, dietitian, trainer, etc.). Participants are not nutrition and wellness experts.		
	Nutrition Plan	Develop a recommended nutrition plan with 1 weeks' worth of menus aligning with project goals and meeting project subject's nutritional needs. Include all meals and snacks the individual would consume. Nutrition plan must be realistic and work with the project subject's schedule.	Develop a recommended nutrition plan with 3 weeks' worth of menus aligning with project goals and meeting project subject's nutritional needs. Include all meals and snacks the individual would consume. Nutrition plan must be realistic and work with the project subject's schedule.	Develop a recommended nutrition plan with 4 weeks' worth of menus aligning with project goals and meeting project subject's nutritional needs. Include all meals and snacks the individual would consume. Nutrition plan must be realistic and work with the project subject's schedule.

## NUTRITION AND WELLNESS SPECIFICATIONS (CONTINUED)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	Wellness Plan	Develop a 1–week comprehensive, recommended wellness plan meeting the needs of and supporting the project subject's goals. Include all aspects of wellness (exercise, sleep, relaxation, etc.).	Develop a 3–week comprehensive, recommended wellness plan meeting the needs of and supporting the project subject's goals. Include all aspects of wellness (exercise, sleep, relaxation, etc.).	Develop a 4–week comprehensive, recommended wellness plan meeting the needs of and supporting the project subject's goals. Include all aspects of wellness (exercise, sleep, relaxation, etc.).
	Implementation Summary	Provide evidence of a nutrition and wellness plan discussion with the project's subject. Determine if the plan can be implemented and/or if any changes can be made based on the plan's recommendations. If changes are made, summarize the differences seen, if any, in those who took part.		
Works Cited/Bibliography		Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
Portfolio Appearance		Portfolio must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

### PRESENTATION FORMAT

Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 1–minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Nutrition and Wellness	Demonstrate thorough knowledge of nutrition and wellness and ability to apply knowledge to real-life situations.		
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
Use of Portfolio and Visuals 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	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.		
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.		

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Resources	<ul style="list-style-type: none"> <li><a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></li> <li><a href="http://www.fueluptoplay60.com">www.fueluptoplay60.com</a></li> <li><a href="http://www.fitness.gov">www.fitness.gov</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.usda.gov">www.usda.gov</a></li> <li><a href="http://www.fda.gov">www.fda.gov</a></li> <li><a href="http://www.actionforhealthykids.org">www.actionforhealthykids.org</a></li> </ul>	

## NUTRITION AND WELLNESS

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- Websites
  - [www.choosemyplate.gov](http://www.choosemyplate.gov)
  - [www.fueluptoplay60.com](http://www.fueluptoplay60.com)
  - [www.fitness.gov](http://www.fitness.gov)
  - [www.usda.gov](http://www.usda.gov)
  - [www.fda.gov](http://www.fda.gov)
  - [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.



## NUTRITION AND WELLNESS

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder	<b>1</b> Binder is the official FCCLA binder	
<b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>At least 2 errors</b> Portfolio is completed correctly and does not exceed 48 single-sided pages or 59 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 9 Content Divider Pages or slides</li> <li>• Up to 35 content pages or 45 content slides</li> </ul>	<b>2</b> <b>1 error</b> <b>3</b> <b>no errors</b>
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_  
 Evaluator 2: \_\_\_\_\_  
 Evaluator 3: \_\_\_\_\_  
 Total Score: \_\_\_\_\_

Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**


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

**Gold: 90–100**

**Silver:** 70–89.99

**Bronze: 1–69.99**

**ROOM CONSULTANT TOTAL**  
(8 Points Possible)

**AVERAGE EVALUATOR SCORE**  
 (92 Points Possible)

**FINAL SCORE**  
(Average Evaluator Score plus  
Room Consultant Score)

**RATING ACHIEVED** (circle one)

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

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

## NUTRITION AND WELLNESS LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Subject Profile</b> 0–10 points	<b>0</b> Not included or project subject does not meet specification criteria	<b>1 2 3</b> Project subject's past and current nutrition and wellness information poorly detailed	<b>4 5 6</b> Project subject's past and current nutrition and wellness information loosely detailed	<b>7 8</b> Project subject's past and current nutrition and wellness information detailed	<b>9 10</b> Project subject's past and current nutrition and wellness information well detailed	
<b>Nutrition and Wellness Research</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 3 key nutrition issues or less than 3 key wellness issues included	<b>4 5 6</b> At least 3 key nutrition issues and At least 3 key wellness issues loosely detailed	<b>7 8</b> At least 3 key nutrition issues and At least 3 key wellness issues detailed	<b>9 10</b> At least 3 key nutrition issues and At least 3 key wellness issues well detailed	
<b>Nutrition and Wellness Tracking</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project subject's nutritional intake and wellness activity tracked for less than 4 consecutive days	<b>3</b> Project subject's nutritional intake and wellness activity tracked and loosely summarized for 4 consecutive days	<b>4</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 4 consecutive days	<b>5</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 4 consecutive days	
<b>Nutrition and Wellness Goals &amp; Concerns</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 3 concerns and less than 3 goals included. Necessary steps for each goal and concern poorly detailed	<b>4 5 6</b> At least 3 concerns and at least 3 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	<b>7 8</b> At least 3 concerns and at least 3 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	<b>9 10</b> At least 3 concerns and at least 3 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
<b>Nutrition Plan</b> 0–4 points	<b>0</b> Not included	<b>1</b> Nutrition plan is for less than 1 week. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	<b>2</b> Nutrition plan for 1 week generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	<b>3</b> Nutrition plan for 1 week aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	<b>4</b> Nutrition plan for 1 week clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
<b>Wellness Plan</b> 0–3 points	<b>0</b> Not included	<b>1</b> Comprehensive wellness plan for 1 week does not meet project subject's needs and supports goals	<b>2</b> Comprehensive wellness plan for 1 week generally meets project subject's needs and supports goals	<b>3</b> Comprehensive wellness plan for 1 week clearly meets project subject's needs and supports goals		
<b>Implementation Summary</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	<b>3</b> Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	<b>4</b> Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	<b>5</b> Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

## NUTRITION AND WELLNESS LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Nutrition and Wellness</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL (92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____

## NUTRITION AND WELLNESS LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Subject Profile</b> 0–10 points	<b>0</b> Not included or project subject does not meet specification criteria	<b>1 2 3</b> Project subject's past and current nutrition and wellness information poorly detailed	<b>4 5 6</b> Project subject's past and current nutrition and wellness information loosely detailed	<b>7 8</b> Project subject's past and current nutrition and wellness information detailed	<b>9 10</b> Project subject's past and current nutrition and wellness information well detailed	
<b>Nutrition and Wellness Research</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 4 key nutrition issues or less than 4 key wellness issues included	<b>4 5 6</b> at least 4 key nutrition issues and at least 4 key wellness issues loosely detailed	<b>7 8</b> at least 4 key nutrition issues and at least 4 key wellness issues detailed	<b>9 10</b> at least 4 key nutrition issues and at least 4 key wellness issues well detailed	
<b>Nutrition and Wellness Tracking</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project subject's nutritional intake and wellness activity tracked for less than 7 consecutive days	<b>3</b> Project subject's nutritional intake and wellness activity tracked and loosely summarized for 7 consecutive days	<b>4</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 7 consecutive days	<b>5</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 7 consecutive days	
<b>Nutrition and Wellness Goals &amp; Concerns</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 4 concerns and less than 4 goals included. Necessary steps for each goal and concern poorly detailed	<b>4 5 6</b> at least 4 concerns and at least 4 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	<b>7 8</b> at least 4 concerns and at least 4 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	<b>9 10</b> at least 4 concerns and at least 4 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
<b>Nutrition Plan</b> 0–4 points	<b>0</b> Not included	<b>1</b> Nutrition plan is for less than 3 weeks. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	<b>2</b> Nutrition plan for 3 weeks generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	<b>3</b> Nutrition plan for 3 weeks aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	<b>4</b> Nutrition plan for 3 weeks clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
<b>Wellness Plan</b> 0–3 points	<b>0</b> Not included	<b>1</b> Comprehensive wellness plan for 3 weeks does not meet project subject's needs and supports goals	<b>2</b> Comprehensive wellness plan for 3 weeks generally meets project subject's needs and supports goals	<b>3</b> Comprehensive wellness plan for 3 weeks clearly meets project subject's needs and supports goals		
<b>Implementation Summary</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	<b>3</b> Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	<b>4</b> Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	<b>5</b> Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

## NUTRITION AND WELLNESS LEVEL 2 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Nutrition and Wellness</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators’ Questions</b> 0–3 points	<b>0</b> Did not answer evaluators’ questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator’s Comments—Include two things done well and two opportunities for improvement:						<b>TOTAL (92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____

## NUTRITION AND WELLNESS LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Subject Profile</b> 0–10 points	<b>0</b> Not included or project subject does not meet specification criteria	<b>1 2 3</b> Project subject's past and current nutrition and wellness information poorly detailed	<b>4 5 6</b> Project subject's past and current nutrition and wellness information loosely detailed	<b>7 8</b> Project subject's past and current nutrition and wellness information detailed	<b>9 10</b> Project subject's past and current nutrition and wellness information well detailed	
<b>Nutrition and Wellness Research</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 5 key nutrition issues or less than 5 key wellness issues included	<b>4 5 6</b> at least 5 key nutrition issues and at least 5 key wellness issues loosely detailed	<b>7 8</b> at least 5 key nutrition issues and at least 5 key wellness issues detailed	<b>9 10</b> at least 5 key nutrition issues and at least 5 key wellness issues well detailed	
<b>Nutrition and Wellness Tracking</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Project subject's nutritional intake and wellness activity tracked for less than 10 consecutive days	<b>3</b> Project subject's nutritional intake and wellness activity tracked and loosely summarized for 10 consecutive days	<b>4</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 10 consecutive days	<b>5</b> Project subject's nutritional intake and wellness activity tracked and well summarized for 10 consecutive days	
<b>Nutrition and Wellness Goals &amp; Concerns</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Less than 5 concerns and less than 5 goals included. Necessary steps for each goal and concern poorly detailed	<b>4 5 6</b> at least 5 concerns and at least 5 goals generally improve nutrition and wellness plan. Necessary steps for each goal and concern loosely detailed	<b>7 8</b> at least 5 concerns and at least 5 goals improve nutrition and wellness plan. Necessary steps for each goal and concern detailed	<b>9 10</b> at least 5 concerns and at least 5 goals clearly improve nutrition and wellness plan. Necessary steps for each goal and concern well detailed	
<b>Nutrition Plan</b> 0–4 points	<b>0</b> Not included	<b>1</b> Nutrition plan is for less than 4 weeks. Unclear alignment to project goals and nutritional needs. Menus are poorly detailed unrealistic	<b>2</b> Nutrition plan for 4 weeks generally aligns with project goals and meets nutritional needs. Menus including meals and snacks either loosely detailed or unrealistic	<b>3</b> Nutrition plan for 4 weeks aligns with project goals and meets nutritional needs. Menus including meals and snacks detailed and realistic	<b>4</b> Nutrition plan for 4 weeks clearly aligns with project goals and meets nutritional needs. Menus including meals and snacks well detailed and highly realistic	
<b>Wellness Plan</b> 0–3 points	<b>0</b> Not included	<b>1</b> Comprehensive wellness plan for 4 weeks does not meet project subject's needs and supports goals	<b>2</b> Comprehensive wellness plan for 4 weeks generally meets project subject's needs and supports goals	<b>3</b> Comprehensive wellness plan for 4 weeks clearly meets project subject's needs and supports goals		
<b>Implementation Summary</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Implementation summary poorly detailed. No evidence of nutrition and wellness plan discussion	<b>3</b> Implementation summary loosely detailed. Evidence of nutrition and wellness plan discussion	<b>4</b> Implementation summary detailed. Clear evidence of nutrition and wellness plan discussion	<b>5</b> Implementation summary well detailed. Clear evidence of nutrition and wellness plan discussion	
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

## NUTRITION AND WELLNESS LEVELS 3 & 4 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Nutrition and Wellness</b> 0–5 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2</b> Minimal evidence of subject matter knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in project	<b>4</b> Knowledge of subject matter is evident and shared at times in the project	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the project	
<b>Relationship of Family and Consumer Sciences Coursework</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and Visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used minimally during presentation	<b>2</b> Portfolio and visuals used effectively throughout presentation	<b>3</b> 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	<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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL (92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____ RC Initials: _____	

## PARLIAMENTARY PROCEDURE

### PARLIAMENTARY PROCEDURE

A *team event*, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. Participants must take a Parliamentary Procedure Knowledge Test, present a demonstration meeting using provided planning materials and prepare minutes of the meeting. Parliamentary Procedure is sponsored in part by National Association of Parliamentarians

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 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, 12th Edition, will be provided. Participants must bring a gavel and pencils for taking notes. Calculators are not allowed.
5. Prepared scripts are prohibited. Participants can use planning notes related to information received during the planning time, such as committee reports and main motions. Notes about incidental and subsidiary motions are not permitted. All planning materials and notes will be collected after the event. Teams using prepared materials will receive 0 points for Quality of Demonstration Discussion.
6. Use of computers is not allowed. Participants may wear watches, but no cell phones or timers may be used.
7. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
8. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■		■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
4–8	Equipment	Table and 8 chairs—Yes Planning Packet, Robert’s Rules Book—Yes Electrical Access—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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



## PARLIAMENTARY PROCEDURE COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 12th 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, <i>community</i> service projects and participation in FCCLA <i>National Programs</i> .			
15 minutes	Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15–minute time frame.)		
20 minutes	Participants will move to a demonstration room to present. The demonstrated meeting may be up to 20 minutes in length (rap of gavel for FCCLA Opening Ceremonies to final gavel rap of FCCLA Closing Ceremonies). A five–minute and a one–minute warning will be given. Participants will be stopped at 20 minutes.  Following adjournment of the meeting, the secretary will turn in the secretary’s record.		
15 minutes	Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for participants.		
Total Time: 50 Minutes			

## PARLIAMENTARY PROCEDURE SPECIFICATIONS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Knowledge Test	All National Leadership Conference (NLC) participants will take the Parliamentary Procedure Knowledge Test during the online testing window, as outlined on the National Deadlines page of the FCCLA Website. Tests will be evaluated and the results will be factored into the <i>team's</i> final score.  During the online testing window, all participants will have a set time (see below) to take a test derived from questions and answers submitted by the National Association of Parliamentarians and FCCLA. The test scores of all participants on a <i>team</i> will be averaged to determine a <i>team</i> test score. This average will be worth 20% of the <i>team's</i> final score.		
	Participants will have 15 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.	Participants will have 20 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.	Participants will have 25 minutes to take a parliamentary procedure knowledge test. Test topics will be released on the FCCLA Portal by February 1.

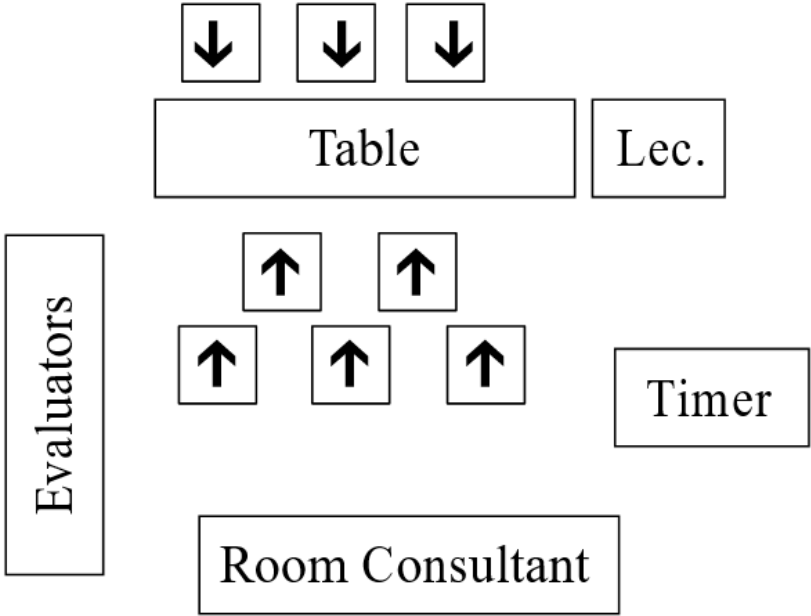
## PARLIAMENTARY PROCEDURE SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Demonstrated Meeting</b>	The demonstrated meeting may be up to 20 minutes in length and is presented to evaluators. The demonstrated meeting must show the participants' knowledge of parliamentary law and their ability to perform designated skills and must follow the agenda given during the preparation time.		
<b>Proper Use of Parliamentary Law</b>	Use parliamentary law according to Robert's Rules of Order Newly Revised 12th Edition.		
<b>Proper Recognition of Chair and All Members</b>	Use proper procedure when addressing chair or members.		
<b>Coverage of Agenda</b>	Address all agenda items properly. Items on agenda must 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.		
<b>Main Motion</b>	<p>Demonstrate each ability correctly, in a proper sequence and at an appropriate time during the meeting.</p> <p><b>NOTE:</b> To receive credit for demonstrating each ability correctly, amendments may apply to at least 1 motions.</p>		
<b>Amend a Motion</b>			
<b>Point of order or Parliamentary Inquiry</b>			
<b>Division of the Assembly or Division of the Question</b>			
<b>Previous Question</b>			
<b>Request for Information</b>			
<b>Postpone to a Certain Time</b>			
<b>Refer to Committee</b>			
<b>Lay on the Table</b>			
<b>Question of Privilege or Recess</b>			
<b>Demonstration Time and Quality</b>	Conduct an overall high-quality demonstration which lasts an appropriate amount of time required for <i>content</i> , debate and involvement.		
<b>Clarity of Expression and Voice</b>	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo and volume. Discussion must flow naturally from one item on agenda to the next.		
<b>Poise</b>	<i>Team</i> conducts itself in appropriate, <i>professional</i> and poised manner.		
<b>Impartiality of Presiding Officer</b>	Presiding officer uses entire <i>team</i> and their ideas.		
<b>Team Participation</b>	Active participation by all members during opening and closing ceremonies and discussion (except the secretary).		
<b>Debate Includes FCCLA</b>	Conduct meeting with accurate use of FCCLA Purposes, Mission and facts throughout debate.		


# PARLIAMENTARY PROCEDURE SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Secretary's Record	<p>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.</p> <p>The <i>team</i> enters the demonstration room and is seated. Tables and chairs may not be moved.</p>		

Diagram:



Lec. — Lectern (Freestanding or Tabletop)

 Chair for participant

# PARLIAMENTARY PROCEDURE

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [National Association of Parliamentarians Study Guide](#)
- [Robert’s Rules of Order Newly Revised 12th Edition](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

# PARLIAMENTARY PROCEDURE

## STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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 must fill out the form below to calculate the registration points and average *team* test score.
3. Confirm STAR Competition is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event <i>Online Orientation Form</i></b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>Proof of Project Summary Form Submission</b> 0 or 1 point	<b>0</b> Not presented to Room Consultant at participation time	<b>1</b> Presented to Room Consultant at participation time	
<b>Test Scores</b> 0–20 points	Participant 1 _____% Participant 2 _____% Participant 3 _____% Participant 4 _____% Participant 5 _____% Participant 6 _____% Participant 7 _____% Participant 8 _____%	Total Team Score _____% ÷ Number of participants on team _____ = Average Team Score %: _____ = Team Score	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

### EVALUATORS' SCORES

Evaluator 1: Initials:

Evaluator 2: \_\_\_\_\_ Initials: \_\_\_\_\_

Evaluator 3: \_\_\_\_\_ Initials: \_\_\_\_\_

Total Score: \_\_\_\_\_ Divided by # of Evaluators = \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

*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 & RATING** (please initial)

**ROOM CONSULTANT TOTAL**  
(24 points possible)

**AVERAGE EVALUATOR SCORE**  
 (76 Points Possible)

**FINAL SCORE**  
(Average Evaluator Score plus  
Room Consultant Score)

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

## PARLIAMENTARY PROCEDURE RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DEMONSTRATED MEETING						POINTS
<b>Proper Use of Parliamentary Law</b> 0–7 points	<b>0</b> Team did not demonstrate any Parliamentary Law according to Robert's Rules of Order Newly Revised 12th edition	<b>1 2 3</b> Team lacked basic understanding of parliamentary law according to Robert's Rules of Order Newly Revised 12th Edition	<b>4 5</b> Team incorrectly carried out parliamentary procedures twice according to Robert's Rules of Order Newly Revised 12th Edition	<b>6 7</b> Team carried out all procedures correctly according to Robert's Rules of Order Newly Revised 12th Edition		
<b>Proper Recognition of Chair and All Members</b> 0–3 points	<b>0</b> Members were never recognized by chair before speaking	<b>1</b> Proper recognition of the chair and members were met some of the time	<b>2</b> Proper recognition of the chair and members were met most of the time	<b>3</b> Chair and members were recognized properly at all times		
<b>Coverage of Agenda</b> 0–3 points	<b>0</b> Team did not follow agenda	<b>1</b> Team did not address all agenda items	<b>2</b> Team addressed all agenda items, but some were not done properly	<b>3</b> Team addressed all agenda items properly		
<b>Main Motion</b> 0–3 points	<b>0</b> Team did not demonstrate a main motion	<b>1</b> Team incorrectly attempted a main motion	<b>2</b> Team stated a main motion without properly carrying it out	<b>3</b> Team correctly demonstrated a main motion		
<b>Amend a Motion</b> 0–3 points	<b>0</b> Team did not demonstrate amending a motion	<b>1</b> Team did not complete the amendment of a motion	<b>2</b> Team completed the amendment of a motion, but did so incorrectly	<b>3</b> Team correctly amended a motion		
<b>Point of Order or Parliamentary Inquiry</b> 0–3 points	<b>0</b> Team did not demonstrate a point of order or parliamentary inquiry	<b>1</b> Team did not complete point of order or parliamentary inquiry	<b>2</b> Team completed point of order or parliamentary inquiry, but did so incorrectly	<b>3</b> Team correctly demonstrated a point of order or parliamentary inquiry		
<b>Division of the Assembly or Division of the Question</b> 0–3 points	<b>0</b> Team did not demonstrate division of the assembly or division of the question	<b>1</b> Team did not complete division of the assembly or division of the question	<b>2</b> Team completed division of the assembly or division of the question, but did so incorrectly	<b>3</b> Team correctly demonstrated division of the assembly or division of the question		
<b>Previous Question</b> 0–3 points	<b>0</b> Team did not demonstrate previous question	<b>1</b> Team did not complete previous question	<b>2</b> Team completed previous question, but did so incorrectly	<b>3</b> Team correctly demonstrated previous question		
<b>Request for Information</b> 0–3 points	<b>0</b> Team did not demonstrate request for information	<b>1</b> Team did not complete request for information	<b>2</b> Team completed request for information, but did so incorrectly	<b>3</b> Team correctly demonstrated request for information		
<b>Postpone to a Certain Time</b> 0–3 points	<b>0</b> Team did not demonstrate postpone to a certain time	<b>1</b> 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	<b>1</b> Team did not complete refer to a committee	<b>2</b> Team completed refer to a committee, but did so incorrectly	<b>3</b> 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	<b>1</b> Team did not complete lay on the table	<b>2</b> Team completed lay on the table, but did so incorrectly	<b>3</b> Team correctly demonstrated lay on the table		
<b>Question of Privilege or Recess</b> 0–3 points	<b>0</b> Team did not demonstrate question of privilege or recess	<b>1</b> Team did not complete question of privilege or recess	<b>2</b> Team completed question of privilege or recess, but did so incompletely	<b>3</b> Team correctly demonstrated question of privilege or recess		
<b>Demonstration Time</b> 0–3 points	<b>0</b> No discussion took place	<b>1</b> 10 minutes or less	<b>2</b> 10–15 minutes	<b>3</b> 15–20 minutes		

## PARLIAMENTARY PROCEDURE RUBRIC (CONTINUED)

<b>Quality of Demonstration Discussion</b> 0–15 points	<b>0</b> No discussion took place	<b>1 2 3 4 5 6</b> Limited quality discussion and involvement of members	<b>7 8 9 10 11</b> Quality of discussion and appropriate member involvement	<b>12 13 14 15</b> Quality of discussion, diversity of viewpoints and appropriate involvement		
<b>Clarity of Expression and Voice</b> 0–3 points	<b>0</b> Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	<b>1</b> Few team members use clear speech or voice projection or pronunciation or proper grammar	<b>2</b> Most team members use clear speech or voice projection or pronunciation or proper grammar	<b>3</b> Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar		
<b>Poise</b> 0–3 points	<b>0</b> Expressionless, no hand gestures, sways, no eye contact	<b>1</b> Few team members use appropriate expression or hand gestures or posture or eye contact	<b>2</b> Most team members use appropriate expression or hand gestures or posture or eye contact	<b>3</b> Good expression, appropriate hand gestures, good posture, good eye contact		
<b>Impartiality of Presiding Officer</b> 0–3 points	<b>0</b> Did not call on all members, states own opinion	<b>1</b> The presiding officer rarely calls on all members and/or rules fairly on motions	<b>2</b> The presiding officer usually calls on all members and/or rules fairly on motions	<b>3</b> The presiding officer always calls on all members and/or rules fairly on motions		
<b>Team Participation</b> 0–3 points	<b>0</b> Clearly there is no team participation	<b>1</b> The meeting participation relies primarily on one or two members	<b>2</b> Most team members are actively involved in the meeting	<b>3</b> All team members were actively involved in carrying out the meeting (except secretary)		
<b>Debate includes FCCLA Purposes</b> 0 or 1 point	<b>0</b> Team did not include FCCLA Purposes, Mission or facts	<b>1</b> Team used FCCLA Purposes, Mission or facts in a majority of debate				

SECRETARY'S RECORD					POINTS	
<b>Secretary's Record</b> 0–2 points	<b>0</b> Station is disorganized, safety is disregarded	<b>1</b> Disorganized and some agenda items not recorded	<b>2</b> Organized and contain all required agenda items			

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> (76 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	



## PARLIAMENTARY PROCEDURE OPENING CEREMONY

### President:

*Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating:*

"We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."

### Officers:

"Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation."

### Members:

"As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service."

### President:

"This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."

## PARLIAMENTARY PROCEDURE BRIEF OPENING CEREMONY

*The following is a short alternative opening ceremony.*

### President:

*Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating*

"We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation. This meeting of the \_\_\_\_\_ Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."





## PARLIAMENTARY PROCEDURE 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*

*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*

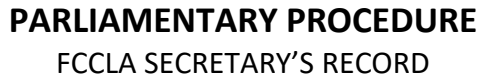
## PARLIAMENTARY PROCEDURE BRIEF CLOSING CEREMONY

*The following is a short alternative closing ceremony.*

### President:

"Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement and career and technical education. This meeting of Family, Career and Community Leaders of America® is now adjourned."

*Raps gavel*



OPENING CEREMONY		QUORUM PRESENT	
Yes	No	Yes	No

MINUTES OF THE PREVIOUS MEETING WERE READ		APPROVED	
Yes	No	Yes	No

CORRECTIONS		NOTES
Yes	No	

TREASURER'S REPORT	
Yes	No

TREASURER'S REPORT	
Attached	Filed for Audit

NOTES	
BALANCE ON HAND	

REPORTS, MOTIONS, ETC.	MOTION BY	SECOND	RESULTS/ACTION
Committee Report			
Unfinished Business			
New Business			

CLOSING CEREMONY	
Yes	No

**Position held:** \_\_\_\_\_

## PROFESSIONAL PRESENTATION

### PROFESSIONAL PRESENTATION

An individual or *team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an oral presentation and *visuals*.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder, Oral Presentation and Visuals</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## PROFESSIONAL PRESENTATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants. <i>File folders</i> will be returned to participants at the end of scoring.		
Total Time: 25 Minutes			

## PROFESSIONAL PRESENTATION SPECIFICATIONS

PRESENTATION FORMAT			
<i>File Folder</i>	Participants will submit one letter-size <i>file folder</i> 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 <i>file folder</i> must be labeled (typed or handwritten) in the top left, landscape corner with name of event, event level, participant's name(s) and state.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
<i>FCCLA Planning Process Summary Page</i>	1- 8 ½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present the presentation; use of the <i>Planning Process</i> may also be described in the oral presentation.		
<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		
<i>Documentation Delivery</i>	Present 1 prior <i>professional</i> presentation to different <i>audiences</i> . Include a copy of the thank you note provided to <i>audience</i> as proof of presentation.	Present 2 prior <i>professional</i> presentations to different <i>audiences</i> of at least 5 individuals. Include news clippings/photos and copies of the thank you notes provided to <i>audience</i> as proof of presentation.	Present 3 prior <i>professional</i> presentations to different <i>audiences</i> of at least 5 individuals. Include news clippings/photos and copies of the thank you notes provided to <i>audience</i> as proof of presentation.
<i>Works Cited/Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		

## PROFESSIONAL PRESENTATION SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT			
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must 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	LEVELS 3 & 4
Introduction	Use creative methods to capture <i>audience</i> attention.	Use creative methods to capture <i>audience</i> attention. Include <i>visuals</i> in the introduction.	
Knowledge of Subject Matter	Present current data and show evidence for knowledge of subject matter.		
	Provide at least 3 sources for current data/information from the past 5 years to support viewpoints and issues of concern.	Provide at least 4 sources for current data/information from the past 5 years to support viewpoints and issues of concern.	Provide at least 5 sources for current data/information from the past 5 years to support viewpoints and issues of concern.
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 at least 1 suggested method(s) or technique(s) members can use to address issues of concern.	Describe at least 2 suggested methods or techniques members can use to address issues of concern.	Describe at least 3 suggested methods or techniques members can use to address issues of concern.
Summary	Summarize 2 major presentation points.	Summarize 3 major presentation points and or issues of concern.	Summarize 4 major presentation points and or issues of concern.
Length of Presentation	The presentations must be an appropriate length and must not exceed 10 minutes.		
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.		
Voice	Speak clearly with appropriate pitch, tempo and volume.		
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used.		
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.		

PRESENTATION FORMAT			
Visuals/Props	<i>Visuals/props</i> may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.		
SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Effectively Illustrate <i>Content</i>	Use <i>visuals</i> to support, illustrate and/or complement presentation <i>content</i> .		
Creativity of <i>Visuals</i>	Use original, appealing and creative methods to illustrate presentation.		
Use of <i>Visuals</i>	Presentation aids must be visible to the <i>audience</i> ; neat, legible and <i>professional</i> ; and use correct grammar and spelling.		

## PROFESSIONAL PRESENTATION

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

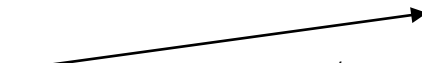
# PROFESSIONAL PRESENTATION

## STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

**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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>File Folder</b> 0–4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none"> <li>• 1 Project ID page or slide</li> <li>• 1 Planning Process Summary page</li> <li>• Project Summary Form Submission Proof</li> <li>• 1 Works Cited/Bibliography</li> </ul>
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		
Evaluator 3: _____	Initials: _____		
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b>		<b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible)
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)		<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## PROFESSIONAL PRESENTATION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction	<b>1 2</b> Introduction ineffective	<b>3 4</b> Introduction is original, catches interest	<b>5</b> Introduction is highly original, catches interest		
<b>Knowledge of Subject Matter</b> 0–15 points	<b>0</b> Subject knowledge is unclear and/or no sources provided	<b>1 2 3 4</b> Subject knowledge is limited. Less than 3 sources provided or poorly support viewpoints and issues	<b>5 6 7 8</b> Evidence of knowledge, but not used effectively in the presentation. At least 3 current sources provided to support viewpoints and issues	<b>9 10 11 12</b> Subject knowledge is evident. At least 3 current sources provided to support viewpoints and issues	<b>13 14 15</b> Subject knowledge is clearly evident. At least 3 current sources provided to support viewpoints and issues	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Methods or Techniques to Address the Issues of Concern</b> 0–12 points	<b>0</b> Not addressed	<b>1 2 3 4</b> At least 1 method(s) and technique(s) used to address issues of concern poorly detailed	<b>5 6 7 8</b> At least 1 method(s) and technique(s) used to address issues of concern loosely detailed	<b>9 10</b> At least 1 method(s) and technique(s) used to address issues of concern detailed	<b>11 12</b> At least 1 method(s) and technique(s) used to address issues of concern well detailed	
<b>Summary</b> 0–5 points	<b>0</b> Presentation points not identified	<b>1 2</b> Less than 2 major presentation points identified and/or poorly summarized	<b>3</b> 2 major presentation points identified and generally summarized	<b>4</b> 2 major presentation points identified and summarized	<b>5</b> 2 major presentation points clearly identified and well summarized	
<b>Length of Presentation</b> 0–3 points	<b>0</b> Presenter did not present	<b>1</b> Presentation was either significantly over or under 10 minutes	<b>2</b> Presentation was within 10 minutes, but presenter could have provided more detail	<b>3</b> Presentation was within 10 minutes and presenter spent an appropriate amount of time covering each topic		
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			



## PROFESSIONAL PRESENTATION LEVEL 1 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

VISUALS/PROPS						POINTS
<b>Effectively Illustrate Content</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals do not support, illustrate and/or complement presentation content	<b>3</b> Visuals vaguely support, illustrate and/or complement presentation content	<b>4</b> Visuals support, illustrate and/or complement presentation content	<b>5</b> Visuals clearly support, illustrate and/or complement presentation content	
<b>Creativity of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals are not appealing and lack originality and/or creativity	<b>3</b> Visuals are appealing but lack originality or creativity	<b>4</b> Visuals are original, appealing and creative	<b>5</b> Visuals are highly original, appealing and creative	
<b>Use of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used to limit amount of speaking time	<b>3 4</b> Visuals used minimally during presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>						<b>TOTAL (92 Points Possible)</b>	
						Evaluator #: _____	
						Evaluator Initials: _____	
						RC Initials: _____	

## PROFESSIONAL PRESENTATION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction	<b>1 2</b> Introduction ineffective. No visuals included	<b>3 4</b> Introduction is original, catches interest. Visuals included	<b>5</b> Introduction is highly original, catches interest. Visuals enhance presentation		
<b>Knowledge of Subject Matter</b> 0–15 points	<b>0</b> Subject knowledge is unclear and/or no sources provided	<b>1 2 3 4</b> Subject knowledge is limited. Less than 4 sources provided or poorly support viewpoints and issues	<b>5 6 7 8</b> Evidence of knowledge, but not used effectively in the presentation. at least 4 current sources provided to support viewpoints and issues	<b>9 10 11 12</b> Subject knowledge is evident. at least 4 current sources provided to support viewpoints and issues	<b>13 14 15</b> Subject knowledge is clearly evident. at least 4 current sources provided to support viewpoints and issues	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Methods or Techniques to Address the Issues of Concern</b> 0–12 points	<b>0</b> Not addressed	<b>1 2 3 4</b> At least 2 methods and techniques used to address issues of concern poorly detailed	<b>5 6 7 8</b> At least 2 methods and techniques used to address issues of concern loosely detailed	<b>9 10</b> At least 2 methods and techniques used to address issues of concern detailed	<b>11 12</b> At least 2 methods and techniques used to address issues of concern well detailed	
<b>Summary</b> 0–5 points	<b>0</b> Presentation points and/or issues of concern not identified	<b>1 2</b> Less than 3 major presentation points and/or issues of concern identified and/or poorly summarized	<b>3</b> 3 major presentation points and/or issues of concern identified and generally summarized	<b>4</b> 3 major presentation points and/or issues of concern identified and summarized	<b>5</b> 3 major presentation points and/or issues of concern clearly identified and well summarized	
<b>Length of Presentation</b> 0–3 points	<b>0</b> Presenter did not present	<b>1</b> Presentation was either significantly over or under 10 minutes	<b>2</b> Presentation was within 10 minutes, but presenter could have provided more detail	<b>3</b> Presentation was within 10 minutes and presenter spent an appropriate amount of time covering each topic		
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## PROFESSIONAL PRESENTATION

### LEVEL 2 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

VISUALS/PROPS						POINTS
<b>Effectively Illustrate Content</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals do not support, illustrate and/or complement presentation content	<b>3</b> Visuals vaguely support, illustrate and/or complement presentation content	<b>4</b> Visuals support, illustrate and/or complement presentation content	<b>5</b> Visuals clearly support, illustrate and/or complement presentation content	
<b>Creativity of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals are not appealing and lack originality and/or creativity	<b>3</b> Visuals are appealing but lack originality or creativity	<b>4</b> Visuals are original, appealing and creative	<b>5</b> Visuals are highly original, appealing and creative	
<b>Use of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used to limit amount of speaking time	<b>3 4</b> Visuals used minimally during presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## PROFESSIONAL PRESENTATION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning–Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

ORAL PRESENTATION						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No introduction	<b>1 2</b> Introduction ineffective. No visuals included	<b>3 4</b> Introduction is original, catches interest. Visuals included	<b>5</b> Introduction is highly original, catches interest. Visuals enhance presentation		
<b>Knowledge of Subject Matter</b> 0–15 points	<b>0</b> Subject knowledge is unclear and/or no sources provided	<b>1 2 3 4</b> Subject knowledge is limited. Less than 5 sources provided or poorly support viewpoints and issues	<b>5 6 7 8</b> Evidence of knowledge, but not used effectively in the presentation. at least 5 current sources provided to support viewpoints and issues	<b>9 10 11 12</b> Subject knowledge is evident. at least 5 current sources provided to support viewpoints and issues	<b>13 14 15</b> Subject knowledge is clearly evident. at least 5 current sources provided to support viewpoints and issues	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Methods or Techniques to Address the Issues of Concern</b> 0–12 points	<b>0</b> Not addressed	<b>1 2 3 4</b> At least 3 methods and techniques used to address issues of concern poorly detailed	<b>5 6 7 8</b> At least 3 methods and techniques used to address issues of concern loosely detailed	<b>9 10</b> At least 3 methods and techniques used to address issues of concern detailed	<b>11 12</b> At least 3 methods and techniques used to address issues of concern well detailed	
<b>Summary</b> 0–5 points	<b>0</b> Presentation points and/or issues of concern not identified	<b>1 2</b> Less than 4 major presentation and/or issues of concern points identified and/or poorly summarized	<b>3</b> 4 major presentation points and/or issues of concern identified and generally summarized	<b>4</b> 4 major presentation points and/or issues of concern identified and summarized	<b>5</b> 4 major presentation points and/or issues of concern clearly identified and well summarized	
<b>Length of Presentation</b> 0–3 points	<b>0</b> Presenter did not present	<b>1</b> Presentation was either significantly over or under 10 minutes	<b>2</b> Presentation was within 10 minutes, but presenter could have provided more detail	<b>3</b> Presentation was within 10 minutes and presenter spent an appropriate amount of time covering each topic		
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			

## PROFESSIONAL PRESENTATION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

VISUALS/PROPS						POINTS
<b>Effectively Illustrate Content</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals do not support, illustrate and/or complement presentation content	<b>3</b> Visuals vaguely support, illustrate and/or complement presentation content	<b>4</b> Visuals support, illustrate and/or complement presentation content	<b>5</b> Visuals clearly support, illustrate and/or complement presentation content	
<b>Creativity of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals are not appealing and lack originality and/or creativity	<b>3</b> Visuals are appealing but lack originality or creativity	<b>4</b> Visuals are original, appealing and creative	<b>5</b> Visuals are highly original, appealing and creative	
<b>Use of Visuals</b> 0–5 points	<b>0</b> Visuals not used during presentation	<b>1 2</b> Visuals used to limit amount of speaking time	<b>3 4</b> Visuals used minimally during presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>					<b>TOTAL (92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## PROMOTE AND PUBLICIZE FCCLA

### PROMOTE AND PUBLICIZE FCCLA

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*.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## PROMOTE AND PUBLICIZE FCCLA COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1–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 the participant.		
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		
Total Time: 40 Minutes			

## PROMOTE AND PUBLICIZE FCCLA SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 47 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1- 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1- 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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- 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0-7 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 7 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## PROMOTE AND PUBLICIZE FCCLA SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 30 8 ½" x 11" pages or 40 slides	Evidence of Research	Document background research and current data supporting project concern. Research examples include chapter history, school/student trends, <i>community</i> knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all sources appropriately.		
	Promotion Plan Description and Goals	Include implementation timeline for the current year detailing promotion and publicity <i>campaign</i> goals, measurable objectives and target <i>audience(s)</i> . List at least 3 promotional efforts. New member packet, chapter website, brochures, flyers, etc.	Include implementation timeline for the current year detailing promotion and publicity <i>campaign</i> goals, measurable objectives and target <i>audience(s)</i> . List at least 4 promotional efforts. New member packet, chapter website, brochures, flyers, etc.	Include implementation timeline for the current year detailing promotion and publicity <i>campaign</i> goals, measurable objectives and target <i>audience(s)</i> . List at least 5 promotional efforts. New member packet, chapter website, brochures, flyers, etc.
	Evidence of <i>Campaign</i>	Include implementation evidence of promotional <i>campaign</i> efforts for each activity identified/described such as promotional materials, photos, news articles, copies of social media posts, etc.		
	Promotional Techniques/ <i>Technology</i>	Describe how <i>technology</i> was used to either enhance traditional promotional techniques (poster, flyers, etc.) or to create new promotions that reach target <i>audiences</i> . Include evidence in <i>portfolio</i> (hard copies, photos, screenshots, etc.).		
	Evidence of Public Awareness and Promotion	Provide evidence of efforts and successes for each identified goal/objective.	Provide evidence of efforts and successes for each identified goal/objective. Include data to highlight project reach, increased participation numbers, increased <i>community</i> support, partnerships, etc.	
	Works Cited/ <i>Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	<i>Portfolio</i> Appearance	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

### PRESENTATION FORMAT

Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 5-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Public Relations	Demonstrate knowledge of public relations for promotion and publicity of FCCLA and Family and Consumer Sciences.		



## PROMOTE AND PUBLICIZE FCCLA

### SPECIFICATIONS (CONTINUED)

<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of <i>Portfolio</i> and <i>Visuals</i></b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

#### PRESENTATION FORMAT

<b>Writing Sample</b>	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 <i>professionalism</i> . Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or <i>community</i> flyer and preparing a photograph for publication.
<b>Resources</b>	<a href="#">FCCLA Branding and Promotion Guide</a>

## PROMOTE AND PUBLICIZE FCCLA

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [FCCLA Branding and Promotion Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## PROMOTE AND PUBLICIZE FCCLA

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 points	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	0 Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	0 Portfolio exceeds the page limit	1 At least 2 errors    2 1 error    3 no errors Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 7 Content Divider Pages or slides • Up to 25 content pages or 35 content slides	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> <i>Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)</i>	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	

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

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

## PROMOTE AND PUBLICIZE FCCLA LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Evidence of Research</b> 0–4 points	<b>0</b> Research not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic, from reliable sources	<b>4</b> Research is current, documented correctly and appropriate for topic	
<b>Promotion Plan Description and Goals</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Timeline with goals poorly detailed or less than 3 promotion/publicity pieces included	<b>4 5 6</b> Timeline with goals loosely detailed. At least 3 promotion/publicity pieces included	<b>7 8</b> Timeline with goals detailed. At least 3 promotion/publicity pieces included	<b>9 10</b> Timeline with goals well detailed. At least 3 promotion/publicity pieces included	
<b>Evidence of Campaign</b> 0–12 points	<b>0</b> Not evident	<b>1 2 3</b> Promotional campaign efforts and implementation for each activity identified/described unclear	<b>4 5 6</b> Promotional campaign efforts and implementation for each activity identified/described generally evident	<b>7 8 9</b> Promotional campaign efforts and implementation for each activity identified/described evident	<b>10 11 12</b> Promotional campaign efforts and implementation for each activity identified/described clearly evident	
<b>Promotional Techniques/Technology</b> 0–3 points	<b>0</b> Either no technology used or no evidence included in portfolio	<b>1</b> Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	<b>2</b> Role of technology to enhance efforts detailed. Evidence included in portfolio	<b>3</b> Role of technology to enhance efforts well detailed. Evidence included in portfolio		
<b>Evidence of Public Awareness and Promotion</b> 0–3 Points	<b>0</b> Not evident	<b>1</b> Efforts and successes for each identified goal/objective generally evident	<b>2</b> Efforts and successes for each identified goal/objective evident	<b>3</b> Efforts and successes for each identified goal/objective clearly evident		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Relations</b> 0–5 points	<b>0</b> Public Relations knowledge is not evident	<b>1 2</b> Public relations knowledge is limited	<b>3</b> Evidence of public relations knowledge, but not used effectively in the presentation	<b>4</b> Public relations knowledge is evident and used in the presentation	<b>5</b> Public relations knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		

## PROMOTE AND PUBLICIZE FCCLA LEVEL 1 RUBRIC (CONTINUED)

<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

WRITING SAMPLE OUTLINE						POINTS
<b>Knowledge of Public Relations</b> 0–6 points	<b>0</b> Writing sample outline not done	<b>1 2</b> Demonstrates an attempt at sample but not real knowledge	<b>3 4</b> Demonstrates some knowledge of required sample	<b>5 6</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		
<b>Professionalism</b> 0–2 points	<b>0</b> Writing sample outline not done	<b>1</b> Sample is unorganized and has grammatical errors	<b>2</b> Sample is organized, neat, and without grammatical errors			

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> (92 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## PROMOTE AND PUBLICIZE FCCLA LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Evidence of Research</b> 0–4 points	<b>0</b> Research not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic, from reliable sources	<b>4</b> Research is current, documented correctly and appropriate for topic	
<b>Promotion Plan Description and Goals</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Timeline with goals poorly detailed or less than 4 promotion/publicity pieces included	<b>4 5 6</b> Timeline with goals loosely detailed. at least 4 promotion/publicity pieces included	<b>7 8</b> Timeline with goals detailed. at least 4 promotion/publicity pieces included	<b>9 10</b> Timeline with goals well detailed. at least 4 promotion/publicity pieces included	
<b>Evidence of Campaign</b> 0–12 points	<b>0</b> Not evident	<b>1 2 3</b> Promotional campaign efforts and implementation for each activity identified/ described unclear	<b>4 5 6</b> Promotional campaign efforts and implementation for each activity identified/ described generally evident	<b>7 8 9</b> Promotional campaign efforts and implementation for each activity identified/ described evident	<b>10 11 12</b> Promotional campaign efforts and implementation for each activity identified/ described clearly evident	
<b>Promotional Techniques/ Technology</b> 0–3 points	<b>0</b> Either no technology used or no evidence included in portfolio	<b>1</b> Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	<b>2</b> Role of technology to enhance efforts detailed. Evidence included in portfolio	<b>3</b> Role of technology to enhance efforts well detailed. Evidence included in portfolio		
<b>Evidence of Public Awareness and Promotion</b> 0–3 Points	<b>0</b> Not evident and/or no data included	<b>1</b> Efforts and successes for each identified goal/ objective generally evident. Supporting data poorly detailed (see specifications)	<b>2</b> Efforts and successes for each identified goal/ objective evident. Supporting data detailed (see specifications)	<b>3</b> Efforts and successes for each identified goal/ objective clearly evident. Supporting data well detailed (see specifications)		
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Relations</b> 0–5 points	<b>0</b> Public relations knowledge is not evident	<b>1 2</b> Public relations knowledge is limited	<b>3</b> Evidence of public relations knowledge, but not used effectively in the presentation	<b>4</b> Public relations knowledge is evident and used in the presentation	<b>5</b> Public relations knowledge is clearly evident and used effectively in the presentation	

## PROMOTE AND PUBLICIZE FCCLA LEVEL 2 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

WRITING SAMPLE OUTLINE					POINTS	
<b>Knowledge of Public Relations</b> 0–6 points	<b>0</b> Writing sample outline not done	<b>1 2</b> Demonstrates an attempt at sample but not real knowledge	<b>3 4</b> Demonstrates some knowledge of required sample	<b>5 6</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		
<b>Professionalism</b> 0–2 points	<b>0</b> Writing sample outline not done	<b>1</b> Sample is unorganized and has grammatical errors	<b>2</b> Sample is organized, neat, and without grammatical errors			

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## PROMOTE AND PUBLICIZE FCCLA LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Evidence of Research</b> 0–4 points	<b>0</b> Research not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources	<b>3</b> Research is current, appropriate for topic, from reliable sources	<b>4</b> Research is current, documented correctly and appropriate for topic	
<b>Promotion Plan Description and Goals</b> 0–10 points	<b>0</b> Not included	<b>1 2 3</b> Timeline with goals poorly detailed or less than 5 promotion/publicity pieces included	<b>4 5 6</b> Timeline with goals loosely detailed. at least 5 promotion/publicity pieces included	<b>7 8</b> Timeline with goals detailed. at least 5 promotion/publicity pieces included	<b>9 10</b> Timeline with goals well detailed. at least 5 promotion/publicity pieces included	
<b>Evidence of Campaign</b> 0–12 points	<b>0</b> Not evident	<b>1 2 3</b> Promotional campaign efforts and implementation for each activity identified/ described unclear	<b>4 5 6</b> Promotional campaign efforts and implementation for each activity identified/ described generally evident	<b>7 8 9</b> Promotional campaign efforts and implementation for each activity identified/ described evident	<b>10 11 12</b> Promotional campaign efforts and implementation for each activity identified/ described clearly evident	
<b>Promotional Techniques/ Technology</b> 0–3 points	<b>0</b> Either no technology used or no evidence included in portfolio	<b>1</b> Role of technology to enhance efforts poorly detailed. Evidence included in portfolio	<b>2</b> Role of technology to enhance efforts detailed. Evidence included in portfolio	<b>3</b> Role of technology to enhance efforts well detailed. Evidence included in portfolio		
<b>Evidence of Public Awareness and Promotion</b> 0–3 Points	<b>0</b> Not evident and/or no data included	<b>1</b> Efforts and successes for each identified goal/ objective generally evident. Supporting data poorly detailed (see specifications)	<b>2</b> Efforts and successes for each identified goal/ objective evident. Supporting data detailed (see specifications)	<b>3</b> Efforts and successes for each identified goal/ objective clearly evident. Supporting data well detailed (see specifications)		
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Relations</b> 0–5 points	<b>0</b> Public relations knowledge is not evident	<b>1 2</b> Public relations knowledge is limited	<b>3</b> Evidence of public relations knowledge, but not used effectively in the presentation	<b>4</b> Public relations knowledge is evident and used in the presentation	<b>5</b> Public relations knowledge is clearly evident and used effectively in the presentation	



## PROMOTE AND PUBLICIZE FCCLA LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and service project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and service project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and service project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

WRITING SAMPLE OUTLINE					POINTS	
<b>Knowledge of Public Relations</b> 0–6 points	<b>0</b> Writing sample outline not done	<b>1 2</b> Demonstrates an attempt at sample but not real knowledge	<b>3 4</b> Demonstrates some knowledge of required sample	<b>5 6</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts		
<b>Professionalism</b> 0–2 points	<b>0</b> Writing sample outline not done	<b>1</b> Sample is unorganized and has grammatical errors	<b>2</b> Sample is organized, neat, and without grammatical errors			

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## PUBLIC POLICY ADVOCATE

### 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 issue 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
3. Participants must design projects to advocate for 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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## PUBLIC POLICY ADVOCATE COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
10 minutes	Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> before the presentation begins.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-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 the participant.		
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## PUBLIC POLICY ADVOCATE SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> is turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 61 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–11 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 11 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## PUBLIC POLICY ADVOCATE SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 35 8 ½" x 11" pages or 45 slides	<b>Issue Type</b> (Relating to an area concerning Family and Consumer Sciences and/or related occupations)	Select 1 local or state issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Select 1 local, state or national issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.	Select 1 local, state, national or global issue and conduct an effort to positively affect a policy or law. The issue must be relevant, current and based on an actual need observed by the participant(s). If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.
	<b>Issue Research</b>	Comprehensively address the project's issue, including points from all sides of the issue. Research must be based on factual information and the issue's pros and cons for each side must be addressed. Research must include stakeholders and their position regarding the issue.		
	<b>SMART Goals</b>	Develop a project goal that is specific, measurable, achievable, relevant and time-bound. Throughout the project, include points of support for each goals.		
	<b>Elevator Pitch</b>	Develop a concise statement about the project's point of view and goals for the issue that can be given in a short time while meeting with someone interested in the participants' opinions.		
	<b>"Leave Behind" Document</b>	Use research, project goals, applicable statistics and data to create a leave-behind document summarizing the issue and detailing the participants' request. The document may not be larger than 1 - 8 ½" x 11" page.  If using an <i>electronic portfolio</i> , the one-page document must be included in its original form to capture the exact document used in the project.		
	<b>Target Audience Profile</b>	Determine which individual or group the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 1 method used to identify the selected <i>audience</i> .	Determine which individuals or groups the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 2 methods used to identify the selected <i>audiences</i> .	Determine which individuals or groups the participant(s) must direct their efforts or research the actions, opinions and trends of. Indicate 3 methods used to identify the selected <i>audiences</i> .
	<b>Partnerships</b>	Research, identify and interview an individual or group of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to an individual or group and record their response.	Research, identify and interview 2 individuals or groups of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to 2 individuals or groups and record their responses.	Research, identify and interview 3 individuals or groups of people with similar interests or values and could support participants' efforts. Include evidence of participant(s) reaching out to 3 individuals or groups and record their responses.

## PUBLIC POLICY ADVOCATE SPECIFICATIONS (CONTINUED)

Up to 35 8 ½" x 11" pages or 45 slides (continued)	<b>Methods of Action</b>	Detail each of the methods of action used during the project. Meetings and presentations must be documented by summarizing whom the participant(s) met with, time of the meeting, main discussion points and any follow up planned/conducted. All letters/articles must be included in the <i>portfolio</i> .		
	<b>Media Involvement</b>	Detail efforts and successes in gaining media attention around the issue. Include 2 media examples from newspapers, radio, television, the internet, social media, etc.	Detail efforts and successes in gaining media attention around the issue. Include 3 media examples from newspapers, radio, television, internet, social media, etc.	Detail efforts and successes in gaining media attention around the issue. Include 4 media examples from newspapers, radio, television, internet, social media, etc.
	<b>Results of Advocacy</b>	Detail information regarding the results of the participants' efforts, including actions taken by those they targeted, responses from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent issue regarding the issue encountered by the participants' targeted <i>audience</i> . Include suggestions on how to counteract opposition in the future.		
	<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	<b>Portfolio Appearance</b>	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

### PRESENTATION FORMAT

<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 1-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
<b>Knowledge of Public Policy</b>	Demonstrate knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.		
<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of Portfolio and Visuals</b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## PUBLIC POLICY ADVOCATE

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

**PUBLIC POLICY ADVOCATE**  
STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 points	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	0 Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	0 Portfolio exceeds the page limit	1 At least 2 errors    2 1 error    3 no errors Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 11 Content Divider Pages or slides</li> <li>• Up to 35 content pages or 45 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b>	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	
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 & RATING** (please initial)

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

## PUBLIC POLICY ADVOCATE LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Issue Type</b> 0–3 points	<b>0</b> No local or state issue identified or issue is not relevant, current or based on actual need	<b>1</b> 1 local or state issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	<b>2</b> 1 local or state issue identified and detailed. Issue is relevant, current and based on actual need	<b>3</b> 1 local or state issue identified and well detailed. Issue is relevant, current and based on actual need		
<b>Issue Research</b> 0–10 points	<b>0</b> No issue(s) addressed	<b>1 2 3</b> Issue either not addressed or pros and cons from each side poorly detailed or not factually based	<b>4 5 6</b> Issue generally addressed. Pros and cons from each side loosely detailed or factually based	<b>7 8</b> Issue addressed. Pros and cons from each side detailed and factually based	<b>9 10</b> Issue clearly addressed. Pros and cons from each side well detailed and factually based	
<b>Project Goals</b> 0–3 points	<b>0</b> No project goals addressed	<b>1</b> Project goal either does not meet SMART goal criteria or points of support poorly detailed	<b>2</b> Project goal meets SMART goal criteria. Points of support detailed	<b>3</b> Project goal clearly meets SMART goal criteria. Points of support well detailed		
<b>Elevator Pitch</b> 0–4 points	<b>0</b> No elevator pitch prepared	<b>1 2</b> Pitch is lengthy or project's point of view and goals unclear	<b>3</b> Pitch is concise. Project's point of view and goals mostly covered	<b>4</b> Pitch is concise. Project's point of view and goals comprehensively covered		
<b>Leave Behind</b> 0–2 points	<b>0</b> No leave behind developed	<b>1</b> Leave behind is either poorly developed or exceeds size requirements (see specifications)	<b>2</b> Leave behind clearly covers all material and meets size requirements (see specifications)			
<b>Target Audience</b> 0–3 points	<b>0</b> Not identified	<b>1</b> Target audience poorly identified or identification method poorly detailed	<b>2</b> Target audience identified. 1 identification method detailed	<b>3</b> Target audience clearly identified. 1 identification method well detailed		
<b>Partnerships</b> 0–2 points	<b>0</b> No partner identified and no evidence of outreach	<b>1</b> Either potential partner not identified or evidence of outreach not recorded	<b>2</b> 1 potential partner identified. Evidence of outreach recorded			
<b>Methods of Action</b> 0–5 points	<b>0</b> Action methods not included or summarized in portfolio	<b>1 2</b> Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	<b>3</b> Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	<b>4</b> Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	<b>5</b> Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
<b>Media Involvement</b> 0–3 points	<b>0</b> No media examples included	<b>1</b> Less than 2 media examples detailing efforts and successes in gaining media attention around the issue included	<b>2</b> 2 media examples generally detailing efforts and successes in gaining media attention around the issue included	<b>3</b> 2 media examples detailing efforts and successes in gaining media attention around the issue included		
<b>Results of Advocacy</b> 0–5 points	<b>0</b> No results information included	<b>1 2</b> Information, target audience concerns and suggestions for future opposition poorly detailed	<b>3</b> Information, target audience concerns and suggestions for future opposition loosely detailed	<b>4</b> Information, target audience concerns and suggestions for future opposition detailed	<b>5</b> Information, target audience concerns and suggestions for future opposition well detailed	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		



## PUBLIC POLICY ADVOCATE LEVEL 1 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Policy</b> 0–5 points	<b>0</b> Public policy knowledge is not evident	<b>1 2</b> Public policy knowledge is limited	<b>3</b> Evidence of Public policy knowledge, but not used effectively in the presentation	<b>4</b> Public relations policy is evident and used in the presentation	<b>5</b> Public policy knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## PUBLIC POLICY ADVOCATE LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Issue Type</b> 0–3 points	<b>0</b> No local, state or national issue identified or issue is not relevant, current or based on actual need	<b>1</b> 1 local, state or national issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	<b>2</b> 1 local, state or national issue identified and detailed. Issue is relevant, current and based on actual need	<b>3</b> 1 local, state or national issue identified and well detailed. Issue is relevant, current and based on actual need		
<b>Issue Research</b> 0–10 points	<b>0</b> No issue(s) addressed	<b>1 2 3</b> Issue either not addressed or pros and cons from each side poorly detailed or not factually based	<b>4 5 6</b> Issue generally addressed. Pros and cons from each side loosely detailed or factually based	<b>7 8</b> Issue addressed. Pros and cons from each side detailed and factually based	<b>9 10</b> Issue clearly addressed. Pros and cons from each side well detailed and factually based	
<b>Project Goals</b> 0–3 points	<b>0</b> No project goals addressed	<b>1</b> Project goal either does not meet SMART goal criteria or points of support poorly detailed	<b>2</b> Project goal meets SMART goal criteria. Points of support detailed	<b>3</b> Project goal clearly meets SMART goal criteria. Points of support well detailed		
<b>Elevator Pitch</b> 0–4 points	<b>0</b> No elevator pitch prepared	<b>1 2</b> Pitch is lengthy or project's point of view and goals unclear	<b>3</b> Pitch is concise. Project's point of view and goals mostly covered	<b>4</b> Pitch is concise. Project's point of view and goals comprehensively covered		
<b>Leave Behind</b> 0–2 points	<b>0</b> No leave behind developed	<b>1</b> Leave behind is either poorly developed or exceeds size requirements (see specifications)	<b>2</b> Leave behind clearly covers all material and meets size requirements (see specifications)			
<b>Target Audience</b> 0–3 points	<b>0</b> Not identified	<b>1</b> Target audience poorly identified or less than 2 identification methods included	<b>2</b> Target audience identified. 2 identification methods detailed	<b>3</b> Target audience clearly identified. 2 identification methods well detailed		
<b>Partnerships</b> 0–2 points	<b>0</b> No partner identified and no evidence of outreach	<b>1</b> Less than 2 potential partners identified or evidence of outreach not recorded	<b>2</b> 2 potential partners identified. Evidence of outreach recorded			
<b>Methods of Action</b> 0–5 points	<b>0</b> Action methods not included or summarized in portfolio	<b>1 2</b> Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	<b>3</b> Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	<b>4</b> Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	<b>5</b> Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
<b>Media Involvement</b> 0–3 points	<b>0</b> No media examples included	<b>1</b> Less than 3 media examples detailing efforts and successes in gaining media attention around the issue included	<b>2</b> 3 media examples generally detailing efforts and successes in gaining media attention around the issue included	<b>3</b> 3 media examples detailing efforts and successes in gaining media attention around the issue included		
<b>Results of Advocacy</b> 0–5 points	<b>0</b> No results information included	<b>1 2</b> Information, target audience concerns and suggestions for future opposition poorly detailed	<b>3</b> Information, target audience concerns and suggestions for future opposition loosely detailed	<b>4</b> Information, target audience concerns and suggestions for future opposition detailed	<b>5</b> Information, target audience concerns and suggestions for future opposition well detailed	

## PUBLIC POLICY ADVOCATE LEVEL 2 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Policy</b> 0–5 points	<b>0</b> Public policy knowledge is not evident	<b>1 2</b> Public policy knowledge is limited	<b>3</b> Evidence of Public policy knowledge, but not used effectively in the presentation	<b>4</b> Public relations policy is evident and used in the presentation	<b>5</b> Public policy knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/ Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators’ Questions</b> 0–5 points	<b>0</b> Did not answer evaluators’ questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators’ questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL (92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## PUBLIC POLICY ADVOCATE LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Issue Type</b> 0–3 points	<b>0</b> No local, state, national or global issue identified or issue is not relevant, current or based on actual need	<b>1</b> 1 local, state, national or global issue identified but poorly detailed. Issue may not be relevant, current or based on actual need	<b>2</b> 1 local, state, national or global issue identified and detailed. Issue is relevant, current and based on actual need	<b>3</b> 1 local, state, national or global issue identified and well detailed. Issue is relevant, current and based on actual need		
<b>Issue Research</b> 0–10 points	<b>0</b> No issue(s) addressed	<b>1 2 3</b> Issue either not addressed or pros and cons from each side poorly detailed or not factually based	<b>4 5 6</b> Issue generally addressed. Pros and cons from each side loosely detailed or factually based	<b>7 8</b> Issue addressed. Pros and cons from each side detailed and factually based	<b>9 10</b> Issue clearly addressed. Pros and cons from each side well detailed and factually based	
<b>Project Goals</b> 0–3 points	<b>0</b> No project goals addressed	<b>1</b> Project goal either does not meet SMART goal criteria or points of support poorly detailed	<b>2</b> Project goal meets SMART goal criteria. Points of support detailed	<b>3</b> Project goal clearly meets SMART goal criteria. Points of support well detailed		
<b>Elevator Pitch</b> 0–4 points	<b>0</b> No elevator pitch prepared	<b>1 2</b> Pitch is lengthy or project's point of view and goals unclear	<b>3</b> Pitch is concise. Project's point of view and goals mostly covered	<b>4</b> Pitch is concise. Project's point of view and goals comprehensively covered		
<b>Leave Behind</b> 0–2 points	<b>0</b> No leave behind developed	<b>1</b> Leave behind is either poorly developed or exceeds size requirements (see specifications)	<b>2</b> Leave behind clearly covers all material and meets size requirements (see specifications)			
<b>Target Audience</b> 0–3 points	<b>0</b> Not identified	<b>1</b> Target audience poorly identified or less than 3 identification methods included	<b>2</b> Target audience identified. 3 identification methods detailed	<b>3</b> Target audience clearly identified. 3 identification methods well detailed		
<b>Partnerships</b> 0–2 points	<b>0</b> No partner identified and no evidence of outreach	<b>1</b> Less than 3 potential partners identified or evidence of outreach not recorded	<b>2</b> 3 potential partners identified. Evidence of outreach recorded			
<b>Methods of Action</b> 0–5 points	<b>0</b> Action methods not included or summarized in portfolio	<b>1 2</b> Action methods poorly detailed. Supporting evidence poorly summarized and included in portfolio (see specifications)	<b>3</b> Action methods loosely detailed. Supporting evidence loosely summarized and included in portfolio (see specifications)	<b>4</b> Action methods detailed. Supporting evidence summarized and included in portfolio (see specifications)	<b>5</b> Action methods well detailed. Supporting evidence well summarized and included in portfolio (see specifications)	
<b>Media Involvement</b> 0–3 points	<b>0</b> No media examples included	<b>1</b> Less than 4 media examples detailing efforts and successes in gaining media attention around the issue included	<b>2</b> 4 media examples generally detailing efforts and successes in gaining media attention around the issue included	<b>3</b> 4 media examples detailing efforts and successes in gaining media attention around the issue included		
<b>Results of Advocacy</b> 0–5 points	<b>0</b> No results information included	<b>1 2</b> Information, target audience concerns and suggestions for future opposition poorly detailed	<b>3</b> Information, target audience concerns and suggestions for future opposition loosely detailed	<b>4</b> Information, target audience concerns and suggestions for future opposition detailed	<b>5</b> Information, target audience concerns and suggestions for future opposition well detailed	

## PUBLIC POLICY ADVOCATE LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Public Policy</b> 0–5 points	<b>0</b> Public policy knowledge is not evident	<b>1 2</b> Public policy knowledge is limited	<b>3</b> Evidence of Public policy knowledge, but not used effectively in the presentation	<b>4</b> Public relations policy is evident and used in the presentation	<b>5</b> Public policy knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/ Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators’ Questions</b> 0–5 points	<b>0</b> Did not answer evaluators’ questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators’ questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## RED TALKS ON EDUCATION

### RED Talks on Education

An individual event recognizing participant(s) who prepare and deliver a TED Talk–style presentation on an education related–topic based on the annual scenario.

### ELIGIBILITY & GENERAL INFORMATION

8. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
9. 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.
10. National Leadership Conference participants are required to view the online orientation video and submit the STAR Events Online Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required.
11. The use of copyrighted music, photographs, or graphics in the Red Talk 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.
12. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
13. Registered conference attendees are permitted to view the Red Talks on Education presentation during the National Leadership Conference. The number of spectators is determined on a first–come first–served basis and will depend on venue capacity. Spectators are not permitted to interact with the presentation.
14. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Video, Oral Presentation and <i>Visuals</i>	Table – Yes Laptop & Internet Access – Yes Electrical Access – Yes Wi-Fi – Yes	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

*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.

## RED TALKS ON EDUCATION

### PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE

PRELIMINARY ROUND & NATIONAL LEADERSHIP CONFERENCE (NLC)	
Annual Educational Scenario	The State Department of Education is actively seeking creative methods to attract future teachers to the field of education. You have been invited to present at your State Capitol, where you will present a 10 minute presentation addressing the teaching shortage issue and present inventive solutions to tackle this escalating problem.
Preliminary Round	Participants must prepare a 10-minute pre-recording of their TED Talk-style presentation based on the annual scenario.  Participants must submit up to 10 minutes of <i>unedited video</i> footage. <b>Video footage that does not meet the definition of an unedited video will be disqualified.</b> Participants must also submit all necessary materials to the FCCLA Portal by the deadline specified on the FCCLA website.
National Leadership Conference (NLC)	The top 15 entries per level will advance to the National Leadership Conference (NLC) and present their RED TALK, plus oral presentation to evaluators <b>and spectators.</b>

## RED TALKS ON EDUCATION

### PROCEDURES & TIME REQUIREMENTS (PRELIMINARY ROUND) (DUE FEBRUARY 1)

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
10 minutes	The total recording time must be 10 minutes in length at maximum.		
<b>Projects must be posted on the school/chapter website or a public drive.</b> Components include presentation recording, project identification page, project summary, and FCCLA Planning Process summary page. All required project components must be available in PDF format on the website. Other formats are not permitted and will not be evaluated, resulting in disqualification.			
Total Time: 10 Minutes			

ENTRY SUBMISSION (PRELIMINARY ROUND)
Preliminary Round entries must be submitted in the FCCLA Adviser Portal under Meetings & Events by the deadline posted on the FCCLA Website. An entry fee will be required. Projects must be ready for evaluation at that time and no changes may be made to projects until after the Top 15 are announced.

## RED TALKS ON EDUCATION

### PROCEDURES & TIME REQUIREMENTS (NATIONAL LEADERSHIP CONFERENCE)

- Participants may bring their drive/website files on a USB drive as a backup. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
- To prepare for the National Leadership Conference (NLC) presentation, participants are encouraged to update their presentation based on preliminary Round evaluation feedback. Changes may be made after the top 15 are announced.

TIME	LEVEL 2	LEVELS 3 & 4
10 minutes	Participants will have 5 minutes to bring up their drive/website for evaluators to review their project components. Other persons may not assist.	
	Evaluators and Room Consultants will have 5 minutes to review	
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-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 the participant. Spectators are not permitted to ask questions or engage.	
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.	
Total Time: 35 Minutes		



## RED TALKS ON EDUCATION

### SPECIFICATIONS (PRELIMINARY ROUND)

DRIVE/WEBSITE CONTENT	
<b>Project Components</b>	Projects must be posted on a public drive or school/chapter website. Components include presentation recording, project identification page, project summary, and FCCLA Planning Process summary page. All required project components must be available in PDF format on a public cloud drive or website. Other formats are not permitted and will not be evaluated, resulting in disqualification.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger. Must be posted on the website in PDF format.		
1– 8 ½" x 11" page	<b>FCCLA Planning Process Summary Page</b>	Summarize how each step of the Planning Process was used to plan and implement the project; Must be posted on the website in PDF format.		
1– 8 ½" x 11" page	<b>Evidence of Online Summary Form Submission</b>	Complete the Online Project Summary Form located on the "Surveys Applications" tab of the FCCLA Student Portal, and include signed proof of submission on the website.		
1– 8 ½" x 11" page	<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be reliable and current.		

DRIVE/WEBSITE CONTENT	
<b>Video Content</b>	Participants record and submit up to 10 minutes of unedited video footage as part of an education based REDTalk. The total time of the video may not exceed 10 minutes. The unedited video must be posted online to the public drive or website and must be available for viewing online. <b>Video footage that does not meet the definition of an <i>unedited video</i> will be disqualified.</b>

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Format</b>	Produce an <i>unedited video</i> no longer than 10 minutes.			
<b>Introduction</b>	Use creative methods to capture audience attention.			
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.			
<b>Knowledge of Subject Matter</b>	Demonstrate knowledge of subject matter, research and impact of project on participant.			
<b>Call to Action</b>	Effectively inspire and motivate the audience to take specific actions that address the educational topic, offering practical solutions and clear steps for implementation, encouraging tangible impact and change.			
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.			
<b>Body Language/Clothing Choice</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.			
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.			



## RED TALKS ON EDUCATION

### SPECIFICATIONS (NATIONAL LEADERSHIP CONFERENCE (NLC))

PRESENTATION FORMAT (NATIONAL LEADERSHIP CONFERENCE ONLY)	
Oral Presentation	Participants will deliver their TED Talk–style presentation based on the annual scenario to a live audience and evaluators. The presentation may be up to 10 minutes in length. A 1–minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Introduction	Use creative methods to capture audience attention.	
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.	
Knowledge of Subject Matter	Demonstrate knowledge of subject matter, research and impact of project on participant.	
Engaging	Presentation is engaging and keeps the audience captivated throughout the talk; leaving the audience wanting more at the end.	
Call to Action	Effectively inspire and motivate the audience to take specific actions that address the educational topic, offering practical solutions and clear steps for implementation, encouraging tangible impact and change.	
Voice	Speak clearly with appropriate pitch, tempo and volume.	
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or notecards if used.	
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage and pronunciation.	
Time	Presentation does not exceed 10 minutes.	
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.	

## RED TALKS ON EDUCATION ALL LEVELS RUBRIC (PRELIMINARY ROUND)

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, level, event name and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

DRIVE/WEBSITE CONTENT (VIDEO CONTENT)						POINTS
<b>Format</b> 0 or 5 points	<b>0</b> Video footage is edited or exceeds 10 minutes	<b>5</b> Video footage is unedited and does not exceed 10 minutes				
<b>Introduction</b> 0–15 points	<b>0</b> No introduction	<b>1 2 3 4 5</b> Introduction ineffective	<b>6 7 8 9 10</b> Introduction is original, catches interest	<b>11 12 13 14 15</b> Introduction is highly original, catches interest		
<b>Organization/Delivery</b> 0–15 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3 4</b> The presentation covers some or all topic elements with limited information	<b>5 6 7 8</b> Presentation gives complete information but does not explain the project well	<b>9 10 11 12</b> Presentation covers information completely but does not flow well	<b>13 14 15</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–15 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2 3 4</b> Minimal evidence of subject matter knowledge	<b>5 6 7 8</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>9 10 11 12</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>13 14 15</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Engaging</b> 0–7 points	<b>0</b> Presenter was not engaging	<b>1 2</b> Presenter was somewhat engaging	<b>3 4</b> Presenter was engaging and left the audience wanting more.	<b>5 6 7</b> Presenter was highly engaging and captivated the audience. Left the audience wanting more.		
<b>Call to Action</b> 0–15 points	<b>0</b> No call to action	<b>1 2 3 4</b> Presentation is vaguely motivational or action steps unclear	<b>5 6 7 8</b> Presentation is generally motivational and provides action steps for audience to make change	<b>9 10 11 12</b> Presentation is motivational and provides action steps for audience to make change	<b>13 14 15</b> Presentation is highly motivational and clearly provides action steps for audience to make change	
<b>Voice</b> 0–3 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		



## RED TALKS ON EDUCATION

## ALL LEVELS RUBRIC (PRELIMINARY ROUND) (CONTINUED)

<b>Body Language</b> 0–5 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2 3</b> Gestures, posture, mannerisms, eye contact is consistent	<b>4</b> Gestures, posture, mannerisms, eye contact is consistent and somewhat enhances presentation	<b>5</b> Gestures, posture, mannerisms, eye contact is consistent and enhances presentation	
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (100 Points Possible)	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## RED TALKS ON EDUCATION

### STAR EVENTS POINT SUMMARY FORM (NATIONAL LEADERSHIP CONFERENCE (NLC))

Participant Name: \_\_\_\_\_

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 CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	0 No	1 Yes	
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by deadline	Online Orientation Form completed in the Student Portal by deadline	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation	Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed	Event dress code was followed	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ _____ Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>ROOM CONSULTANT TOTAL</b> (4 Points Possible) <b>AVERAGE EVALUATOR SCORE</b> (96 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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

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

## RED TALKS ON EDUCATION ALL LEVELS RUBRIC (NATIONAL LEADERSHIP CONFERENCE)

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DRIVE/WEBSITE CONTENT (PROJECT COMPONENTS)						POINTS
<b>Project Identification Page</b> 0 or 1 point	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information	<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, level, event name and project title				
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not included	<b>1</b> Signed proof of submission from the online form is included				
<b>Works Cited/Bibliography</b> 0–5 points	<b>0</b> Not provided	<b>1 2</b> Copyright is questionable and source list is incomplete or inconsistent	<b>3</b> Copyright statements and permissions are included for most sources but in an inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources. Sources are complete, current, reliable and in MLA/APA citation (see citation guide)	

ORAL PRESENTATION (NATIONAL LEADERSHIP CONFERENCE ONLY)						POINTS
<b>Introduction</b> 0–11 points	<b>0</b> No introduction	<b>1 2 3</b> Introduction ineffective	<b>4 5 6</b> Introduction is original, catches interest	<b>7 8 9</b> Introduction is highly original, catches interest	<b>10 11</b> Introduction is highly original, catches interest	
<b>Organization/Delivery</b> 0–12 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8 9</b> Presentation covers information completely but does not flow well	<b>10 11 12</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–15 points	<b>0</b> Little or no evidence of subject matter knowledge	<b>1 2 3 4</b> Minimal evidence of subject matter knowledge	<b>5 6 7 8</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>9 10 11 12</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>13 14 15</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Engaging</b> 0–7 points	<b>0</b> Presenter was not engaging	<b>1 2</b> Presenter was somewhat engaging	<b>3 4</b> Presenter was engaging and left the audience wanting more.	<b>5 6 7</b> Presenter was highly engaging and captivated the audience. Left the audience wanting more.		
<b>Call to Action</b> 0–10 points	<b>0</b> No call to action	<b>1 2 3 4</b> Presentation is vaguely motivational or action steps unclear	<b>5 6 7 8</b> Presentation is generally motivational and provides action steps for audience to make change	<b>9 10 11 12</b> Presentation is motivational and provides action steps for audience to make change	<b>13 14 15</b> Presentation is highly motivational and clearly provides action steps for audience to make change	
<b>Voice</b> 0–3 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		
<b>Body Language</b> 0–5 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2 3</b> Gestures, posture, mannerisms, eye contact is consistent	<b>4</b> Gestures, posture, mannerisms, eye contact is consistent and somewhat enhances presentation	<b>5</b> Gestures, posture, mannerisms, eye contact is consistent and enhances presentation	



## RED TALKS ON EDUCATION

## ALL LEVELS RUBRIC (NATIONAL LEADERSHIP CONFERENCE) (CONTINUED)

<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Time</b> 0 or 5 points	<b>0</b> Presentation exceeds 10 minutes	<b>5</b> Presentation does not exceed 10 minutes				
<b>Responses to Evaluators’ Questions</b> 0–3 points	<b>0</b> Did not answer evaluators’ questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators’ questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(96 Points Possible)</b>	
	Evaluator #: _____ Evaluator Initials: _____ RC Initials: _____	

## REPURPOSE AND REDESIGN

### REPURPOSE AND REDESIGN

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 another post-consumer 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 their projects to evaluators.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentations 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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
			■

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Display, Oral Presentation and Skill Selection Chart</i>	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## REPURPOSE AND REDESIGN COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
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 Skill 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 1-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 up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## REPURPOSE AND REDESIGN SPECIFICATIONS

PRESENTATION FORMAT	
<b>Display</b>	<p>A <i>display</i> must be used to document and illustrate the work of one project, using <i>clearly defined presentation surfaces</i>.</p> <p>The <i>display</i> may be either freestanding or tabletop. Freestanding <i>displays</i> must not exceed a space 48" deep by 60" wide by 72" high, including <i>audiovisual equipment</i>. Tabletop <i>displays</i> must not exceed a space 30" deep by 48" wide by 48" high, including any <i>audiovisual equipment</i>. Participants using a tabletop <i>display</i> are allowed a standing <i>mannequin</i> in addition to their table space, however, all other information or <i>props</i> outside the <i>display</i> will be considered part of the <i>display</i> and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Participants using a freestanding <i>display</i> must have all items within the <i>dimensions</i> of the freestanding space. Scrapbooks, <i>flip charts</i>, <i>portfolios</i> and <i>photo albums</i> are not allowed. Each <i>display</i> must include a <i>project identification page</i> and a <i>Planning Process</i> summary page. Displays may not have items on the back of the board.</p> <p>The <i>display</i> must contain the project product, material profile, cost itemization, time log and photo storyboard.</p> <p><b>The <i>display</i> may not contain a live model.</b> Apparel products may not be <i>modeled</i> during the presentation by the participant. If needed, a <i>mannequin</i> may be used but is neither required nor provided.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
<b>FCCLA Planning Process Summary Page</b>	1- 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.		
<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>display</i> .		
<b>Project Product</b>	The project product must be included in the tabletop or freestanding <i>display</i> . Participants should be aware that large or heavy items may incur significant shipping charges to National Leadership Conference (NLC). A "0" will be recorded on the Skill Area Rubric if the project product is not included in the <i>display</i> .		



## REPURPOSE AND REDESIGN SPECIFICATIONS (CONTINUED)

<b>Material Profile</b>	Prepare and display a material profile on a one-sided paper no larger than 11" x 17". The material profile must contain a sample of each material used and detailed information about each material's <i>content</i> and type (construction, finishes, properties, performance, care, etc.). Identify repurposed materials and new materials. If participant(s) cannot sample material, they must provide a clear, close-up photo and a brief explanation of why the material is not sampled (size, unable to deconstruct, etc.).		
<b>Cost Itemization</b>	Prepare and display a detailed cost itemization on a one-sided 8 ½" x 11" paper listing all supplies used to make the product including quantities, unit costs and total costs.		
	All purchased supplies not to exceed \$25		All purchased supplies not to exceed \$50
<b>Time Log</b>	Prepare and display a detailed time log on a one-sided 8 ½" x 11" paper indicating total hours within specified time limits below.		
	8 hours	15 hours	25 hours
<b>Photo Storyboard</b>	Prepare and display a photo storyboard on a one-sided paper no larger than 11" x 17" within specifications below.		
	A minimum of 3 photos	A minimum of 6 photos step by step	A minimum of 11 photos step by step with detailed explanation
<b>Marketing Plan</b>	Develop a marketing plan with target market information, product name, product description, pricing options, promotional ideas and possible places of sale.		
	Develop a marketing plan with target market information, product name, product description, pricing options, promotional ideas and possible places of sale. Provide information on sourcing materials for quantity production.		
<b>Display Appearance</b>	<i>Display</i> must be neat, legible, <i>professional</i> , creative and correct grammar and spelling.		

### PRESENTATION FORMAT

<b>Oral Presentation</b>	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.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.		
<b>Knowledge of Recycling and Environmental Sustainability</b>	Demonstrate knowledge of concepts related to the selected skill areas.		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b>	Describe the relationship of Family and Consumer Sciences coursework to selected project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway connections.
<b>Use of Display</b>	Use the <i>display</i> to support, illustrate and complement the project description during the presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> and notes or notecards if used.		

## REPURPOSE AND REDESIGN

### SPECIFICATIONS (CONTINUED)

<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.

#### PRESENTATION FORMAT

<b>Repurpose and Redesign Skills</b>	Participants are to select a project that showcases their repurposing and redesigning skills.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Design</b>	Design must exhibit effective form and function and provide opportunities for practical use and reuse, as applicable.		
<b>Workmanship</b>	Product must exhibit high quality workmanship and must be marketable.		
<b>Creativity</b>	Design and product must reflect creativity, imagination and innovation.		
<b>Selected Skill Area</b>	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

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## REPURPOSE AND REDESIGN

### STAR EVENTS POINT SUMMARY FORM

**Participant Name:** \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 point	Online Orientation Form not completed in the Student Portal by deadline  0	Online Orientation Form completed in the Student Portal by deadline  1	
<b>Display Set-Up</b> 0 or 1 point	Participants did not set up their display within allotted time period  0	Participants set up display during allotted time period  1	
<b>Display Dimensions</b> 0 or 1 point	Display does not fit with the appropriate dimensions/objects not returned within display after presentation  0	Display fits with the appropriate dimensions/objects returned within display after presentation  1	
<b>Project Identification Page</b> 0 or 1 point	Project ID page is missing or incomplete  0	Project ID page is present and completed correctly  1	
<b>Project Summary Form Submission Proof</b> 0 or 1 point	Project Summary Form Submission missing  0	Project Summary Form Submission present  1	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation  0	Participant was on time for presentation  1	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed  0	Event dress code was followed  1	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b>	<b>FINAL SCORE</b>	
	Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	(Average Evaluator Score plus Room Consultant Score)	
<b>RATING ACHIEVED</b> (circle one)	<b>Gold:</b> 90–100 <b>Silver:</b> 70–89.99 <b>Bronze:</b> 1–69.99		

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

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

## REPURPOSE AND REDESIGN LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Material Profile</b> 0–3 points	<b>0</b> Not included	<b>1</b> Material Profile(s) poorly detailed or displayed on one-sided paper larger than 11" x 17"	<b>2</b> Material Profile(s) for each material used detailed and displayed on one-sided paper no larger than 11" x 17"	<b>3</b> Material Profile(s) for each material used well detailed and displayed on one-sided paper no larger than 11" x 17"		
<b>Cost Itemization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Cost Itemization poorly detailed on one-sided 8 ½" x 11" paper or costs exceed \$25	<b>2</b> Cost Itemization detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$25	<b>3</b> Cost Itemization well detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$25		
<b>Time Log</b> 0–2 point	<b>0</b> Not included	<b>1</b> Time Log poorly detailed on one-sided 8 ½" x 11" paper or time exceeds 8 hours	<b>2</b> Time Log well detailed on one-sided 8 ½" x 11" paper. Time does not exceed 8 hours			
<b>Photo Storyboard</b> 0–3 points	<b>0</b> Not included	<b>1</b> Photo story board has less than 3 photos and/or is displayed on one-sided paper larger than 11" x 17"	<b>2</b> Photo story board with at least 3 photos detailed on one-sided paper no larger than 11" x 17"	<b>3</b> Photo story board with at least 3 photos well detailed on one-sided paper no larger than 11" x 17"		
<b>Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Marketing Plan is poorly detailed or is missing required components (see specifications)	<b>2</b> Marketing Plan is detailed including all required components (see specifications)	<b>3</b> Marketing Plan is well detailed including all required components (see specifications)		
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Repurposing &amp; Environmental Sustainability</b> 0–3 points	<b>0</b> Repurposing & Environmental Sustainability knowledge is not evident	<b>1</b> Repurposing & Environmental Sustainability knowledge is limited	<b>2</b> Repurposing & Environmental Sustainability knowledge is evident and used in the presentation	<b>3</b> Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	

## REPURPOSE AND REDESIGN LEVEL 1 RUBRIC (CONTINUED)

<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

REPURPOSE AND DESIGN SKILLS						POINTS
<b>Effectiveness of Product Construction</b> 0–2 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Outstanding form and function			
<b>Overall Quality of Workmanship</b> 0–2 points	<b>0</b> Low quality, not marketable	<b>1</b> Fair quality, somewhat marketable	<b>2</b> Very good quality, marketable			
<b>Creativity, Imagination and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate Repurpose and Redesign Skill Area Rubric for criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at the right.					

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## REPURPOSE AND REDESIGN SKILL SELECTION CHART LEVEL 1

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ 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 must check the 8 that best reflect the quality and difficulty of work accomplished. If participants check more than 8 skills, the first 8 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 8 repurposing and promotional skills from those listed below:	SELECTED SKILL
Good choice of item for repurposing	
More than one repurposed item in one product	
Innovative use of repurposed item	
Conservation theme or slogan	
Design of an energy-saving product	
Design of a product that promotes environmentalism	
Sketch of accessory design	
Shaped seams, edges and/or corners	
Pocket(s)	
Gathers and/or ruffles	
Strap, tie or band	
Lining, facing and/or interfacing	
Application of trims	
Use of embellishments	
Embroidery, hand or machine	
Napped fabric or one-way print	
Sanding, Painting or Staining	
Gluing, stapling, sawing	
Application or use of decorative hardware	
Application or use of construction hardware	
Wiring or fastening with various mediums	

## REPURPOSE AND REDESIGN SKILL AREA RUBRIC LEVEL 1

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for each of the 8 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	Not Done	Low Quality	Quality	High Quality	
Good choice of item for repurposing	0	1	2	3	
More than one repurposed item in one product	0	1	2	3	
Innovative use of repurposed item	0	1	2	3	
Conservation theme or slogan	0	1	2	3	
Design of an energy-saving product	0	1	2	3	
Design of a product that promotes environmentalism	0	1	2	3	
Sketch of accessory design	0	1	2	3	
Shaped seams, edges and/or corners	0	1	2	3	
Pocket(s)	0	1	2	3	
Gathers and/or ruffles	0	1	2	3	
Strap, tie or band	0	1	2	3	
Lining, facing and/or interfacing	0	1	2	3	
Application of trims	0	1	2	3	
Use of embellishments	0	1	2	3	
Embroidery, hand or machine	0	1	2	3	
Napped fabric or one-way print	0	1	2	3	
Sanding, Painting or Staining	0	1	2	3	
Gluing, stapling, sawing	0	1	2	3	
Application or use of decorative hardware	0	1	2	3	
Application or use of construction hardware	0	1	2	3	
Wiring or fastening with various mediums	0	1	2	3	

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (24 Points Possible)
	Evaluator #: _____
	Evaluator Initials: _____
RC Initials: _____	



## REPURPOSE AND REDESIGN LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Material Profile</b> 0–3 points	<b>0</b> Not included	<b>1</b> Material Profile(s) poorly detailed or displayed on one-sided paper larger than 11" x 17"	<b>2</b> Material Profile(s) for each material used detailed and displayed on one-sided paper no larger than 11" x 17"	<b>3</b> Material Profile(s) for each material used well detailed and displayed on one-sided paper no larger than 11" x 17"		
<b>Cost Itemization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Cost Itemization poorly detailed on one-sided 8 ½" x 11" paper or costs exceed \$25	<b>2</b> Cost Itemization detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$25	<b>3</b> Cost Itemization well detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$25		
<b>Time Log</b> 0–2 point	<b>0</b> Not included	<b>1</b> Time Log poorly detailed on one-sided 8 ½" x 11" paper or time exceeds 15 hours	<b>2</b> Time Log well detailed on one-sided 8 ½" x 11" paper. Time does not exceed 15 hours			
<b>Photo Storyboard</b> 0–3 points	<b>0</b> Not included	<b>1</b> Photo story board has less than 6 photos and/or is displayed on one-sided paper larger than 11" x 17"	<b>2</b> Photo story board with at least 6 photos detailed on one-sided paper no larger than 11" x 17"	<b>3</b> Photo story board with at least 6 photos well detailed on one-sided paper no larger than 11" x 17"		
<b>Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Marketing Plan is poorly detailed or is missing required components (see specifications)	<b>2</b> Marketing Plan is detailed including all required components (see specifications)	<b>3</b> Marketing Plan is well detailed including all required components (see specifications)		
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Repurposing &amp; Environmental Sustainability</b> 0–3 points	<b>0</b> Repurposing & Environmental Sustainability knowledge is not evident	<b>1</b> Repurposing & Environmental Sustainability knowledge is limited	<b>2</b> Repurposing & Environmental Sustainability knowledge is evident and used in the presentation	<b>3</b> Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	

## REPURPOSE AND REDESIGN

### LEVEL 2 RUBRIC (CONTINUED)

<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

REPURPOSE AND DESIGN SKILLS					POINTS	
<b>Effectiveness of Product Construction</b> 0–2 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Outstanding form and function			
<b>Overall Quality of Workmanship</b> 0–2 points	<b>0</b> Low quality, not marketable	<b>1</b> Fair quality, somewhat marketable	<b>2</b> Very good quality, marketable			
<b>Creativity, Imagination and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate Repurpose and Redesign Skill Area Rubric for criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at the right.					

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## REPURPOSE AND REDESIGN SKILL SELECTION CHART LEVEL 2

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ 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 must check the 8 that best reflect the quality and difficulty of work accomplished. If participants check more than 8 skills, the first 8 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 8 repurposing and promotional skills from those listed below:	SELECTED SKILL
Good choice of item for repurposing	
More than one repurposed item in one product	
Innovative use of repurposed item	
Conservation theme or slogan	
Design of an energy-saving product	
Design of a product that promotes environmentalism	
Sketch of accessory design	
Shaped seams, edges and/or corners	
Pocket(s)	
Gathers and/or ruffles	
Strap, tie or band	
Lining, facing and/or interfacing	
Application of trims	
Use of embellishments	
Embroidery, hand or machine	
Napped fabric or one-way print	
Sanding, Painting or Staining	
Gluing, stapling, sawing	
Application or use of decorative hardware	
Application or use of construction hardware	
Wiring or fastening with various mediums	

## REPURPOSE AND REDESIGN SKILL AREA RUBRIC LEVEL 2

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for each of the 8 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	Not Done	Low Quality	Quality	High Quality	
Good choice of item for repurposing	0	1	2	3	
More than one repurposed item in one product	0	1	2	3	
Innovative use of repurposed item	0	1	2	3	
Conservation theme or slogan	0	1	2	3	
Design of an energy-saving product	0	1	2	3	
Design of a product that promotes environmentalism	0	1	2	3	
Sketch of accessory design	0	1	2	3	
Shaped seams, edges and/or corners	0	1	2	3	
Pocket(s)	0	1	2	3	
Gathers and/or ruffles	0	1	2	3	
Strap, tie or band	0	1	2	3	
Lining, facing and/or interfacing	0	1	2	3	
Application of trims	0	1	2	3	
Use of embellishments	0	1	2	3	
Embroidery, hand or machine	0	1	2	3	
Napped fabric or one-way print	0	1	2	3	
Sanding, Painting or Staining	0	1	2	3	
Gluing, stapling, sawing	0	1	2	3	
Application or use of decorative hardware	0	1	2	3	
Application or use of construction hardware	0	1	2	3	
Wiring or fastening with various mediums	0	1	2	3	

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (24 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## REPURPOSE AND REDESIGN LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

DISPLAY						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Material Profile</b> 0–3 points	<b>0</b> Not included	<b>1</b> Material Profile(s) poorly detailed or displayed on one-sided paper larger than 11" x 17"	<b>2</b> Material Profile(s) for each material used detailed and displayed on one-sided paper no larger than 11" x 17"	<b>3</b> Material Profile(s) for each material used well detailed and displayed on one-sided paper no larger than 11" x 17"		
<b>Cost Itemization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Cost Itemization poorly detailed on one-sided 8 ½" x 11" paper or costs exceed \$50	<b>2</b> Cost Itemization detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$50	<b>3</b> Cost Itemization well detailed on one-sided 8 ½" x 11" paper. Costs do not exceed \$50		
<b>Time Log</b> 0–2 point	<b>0</b> Not included	<b>1</b> Time Log poorly detailed on one-sided 8 ½" x 11" paper or time exceeds 25 hours	<b>2</b> Time Log well detailed on one-sided 8 ½" x 11" paper. Time does not exceed 25 hours			
<b>Photo Storyboard</b> 0–3 points	<b>0</b> Not included	<b>1</b> Photo story board has less than 11 photos and/or is displayed on one-sided paper larger than 11" x 17"	<b>2</b> Photo story board with at least 11 photos detailed on one-sided paper no larger than 11" x 17"	<b>3</b> Photo story board with at least 11 photos well detailed on one-sided paper no larger than 11" x 17"		
<b>Marketing</b> 0–3 points	<b>0</b> Not included	<b>1</b> Marketing Plan is poorly detailed or is missing required components (see specifications)	<b>2</b> Marketing Plan is detailed including all required components (see specifications)	<b>3</b> Marketing Plan is well detailed including all required components (see specifications)		
<b>Display Appearance</b> 0–5 points	<b>0</b> No display present	<b>1 2</b> Display has many errors and is not aesthetically pleasing	<b>3</b> The display is neat, legible and professional, but has grammar and spelling errors and minimal appeal	<b>4</b> Display is neat, legible, professional and creative with correct grammar and spelling	<b>5</b> Display is neat, legible, professional and very creative with correct grammar and spelling	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Repurposing &amp; Environmental Sustainability</b> 0–3 points	<b>0</b> Repurposing & Environmental Sustainability knowledge is not evident	<b>1</b> Repurposing & Environmental Sustainability knowledge is limited	<b>2</b> Repurposing & Environmental Sustainability knowledge is evident and used in the presentation	<b>3</b> Repurposing & Environmental Sustainability knowledge is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		

## REPURPOSE AND REDESIGN LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Use of Display During Presentation</b> 0–5 points	<b>0</b> Display not used during presentation	<b>1 2</b> Display used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

REPURPOSE AND DESIGN SKILLS						POINTS
<b>Effectiveness of Product Construction</b> 0–2 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Outstanding form and function			
<b>Overall Quality of Workmanship</b> 0–2 points	<b>0</b> Low quality, not marketable	<b>1</b> Fair quality, somewhat marketable	<b>2</b> Very good quality, marketable			
<b>Creativity, Imagination and Innovation</b> 0–3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0–24 points	See separate Repurpose and Redesign Skill Area Rubric for criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at the right.					

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## REPURPOSE AND REDESIGN SKILL SELECTION CHART LEVELS 3 & 4

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ 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 must check the 8 that best reflect the quality and difficulty of work accomplished. If participants check more than 8 skills, the first 8 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 8 repurposing and promotional skills from those listed below:	SELECTED SKILL
Good choice of item for repurposing	
More than one repurposed item in one product	
Innovative use of repurposed item	
Conservation theme or slogan	
Design of an energy-saving product	
Design of a product that promotes environmentalism	
Sketch of accessory design	
Shaped seams, edges and/or corners	
Pocket(s)	
Gathers and/or ruffles	
Strap, tie or band	
Lining, facing and/or interfacing	
Application of trims	
Use of embellishments	
Embroidery, hand or machine	
Napped fabric or one-way print	
Sanding, Painting or Staining	
Gluing, stapling, sawing	
Application or use of decorative hardware	
Application or use of construction hardware	
Wiring or fastening with various mediums	

## REPURPOSE AND REDESIGN SKILL AREA RUBRIC LEVELS 3 & 4

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Circle the appropriate rating for each of the 8 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	Not Done	Low Quality	Quality	High Quality	
Good choice of item for repurposing	0	1	2	3	
More than one repurposed item in one product	0	1	2	3	
Innovative use of repurposed item	0	1	2	3	
Conservation theme or slogan	0	1	2	3	
Design of an energy-saving product	0	1	2	3	
Design of a product that promotes environmentalism	0	1	2	3	
Sketch of accessory design	0	1	2	3	
Shaped seams, edges and/or corners	0	1	2	3	
Pocket(s)	0	1	2	3	
Gathers and/or ruffles	0	1	2	3	
Strap, tie or band	0	1	2	3	
Lining, facing and/or interfacing	0	1	2	3	
Application of trims	0	1	2	3	
Use of embellishments	0	1	2	3	
Embroidery, hand or machine	0	1	2	3	
Napped fabric or one-way print	0	1	2	3	
Sanding, Painting or Staining	0	1	2	3	
Gluing, stapling, sawing	0	1	2	3	
Application or use of decorative hardware	0	1	2	3	
Application or use of construction hardware	0	1	2	3	
Wiring or fastening with various mediums	0	1	2	3	

Evaluator's Comments—Include two things done well and two opportunities for improvement:	TOTAL (24 Points Possible)
	Evaluator #: _____
	Evaluator Initials: _____ RC Initials: _____



## SAY YES TO FCS EDUCATION

### SAY YES TO FCS EDUCATION

An *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a *portfolio*, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan and deliver an oral presentation.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## SAY YES TO FCS EDUCATION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> 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 <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-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 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## SAY YES TO FCS EDUCATION SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to the evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 36 slides, as described below.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page or 1 slide	<b>Table of Contents</b>	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	<b>FCCLA Planning Process Summary Page</b>	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– 8 ½" x 11" page or 1 slide	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–6 Content Divider/section pages or slides	<b>Content Divider Pages or sections</b>	Use 0 to 6 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .		

## SAY YES TO FCS EDUCATION SPECIFICATIONS (CONTINUED)

Up to 16 8 ½" x 11" pages or 25 slides	<b>FCS Education Research Summary</b>	Research 1 postsecondary institution offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Research 2 postsecondary institutions offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Research 3 postsecondary institutions offering Family and Consumer Sciences Education programs and complete the Family and Consumer Sciences Education Research Summary. The Research Summary must not exceed 2 - 8 ½" x 11" pages or 3 slides.
	<b>FCS Educator Interview Summary</b>	Interview 1 current Family and Consumer Sciences Educator in person or virtually using the questions and template provided. The Interview Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.		Interview 2 current Family and Consumer Sciences Educators in person or virtually using the questions and template provided. One educator must not work at the participant's school. The Interview Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.
	<b>Classroom Observation Summary</b>	Conduct at least 3 classroom observations including 1 Family and Consumer Sciences classroom and 1 other Career and Technical Education (Business, Agriculture, etc.) classroom. Use the provided template to record observations and include a summary of each observation as indicated. The Classroom Observation Summary must not exceed 4 - 8 ½" x 11" pages or 6 slides.		
	<b>FCCLA Integration Plan</b>	Identify 1 National FCCLA Program to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Identify 2 National FCCLA Programs to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.	Identify 3 National FCCLA Programs to integrate into the Family and Consumer Sciences curriculum. Complete the information in the provided template. Activities must include leadership development, service and career preparation. The FCCLA Integration Plan must not exceed 2 - 8 ½" x 11" pages or 3 slides.

## SAY YES TO FCS EDUCATION SPECIFICATIONS (CONTINUED)

Up to 16 8 ½" x 11" pages or 25 slides (continued)		Prepare, implement and document 1 Family and Consumer Sciences <i>lesson plan</i> marketing Family and Consumer Sciences Education to middle or high school students. Use information obtained through FCS Education Research, Interviews and Observations to promote Family and Consumer Sciences Education career opportunities. Provide documentation of <i>lesson plan</i> implementation with follow up data and/or photographs. <i>Lesson Plan</i> must incorporate all listed components below: Planning, Organization, Activities, Assessment, Other <i>Resources</i> and Sources/Notes.
	<b>FCS Lesson Plan Implementation, Documentation and Marketing</b>	<ul style="list-style-type: none"> <li>• <b>Planning:</b> Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and <i>Career Readiness Practices</i> selection.</li> <li>• <b>Organization:</b> List all materials needed and describe the instructional strategies used to implement the lesson.</li> <li>• <b>Activities:</b> Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.</li> <li>• <b>Assessment:</b> Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</li> <li>• <b>Other Resources:</b> Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable.</li> <li>• <b>Sources and Notes:</b> Include specific citations for materials used in lesson and any additional notes, as needed.</li> </ul> <p>The <i>lesson plan</i> must not exceed 3 - 8 ½" x 11" pages or 6 slides.</p>
	<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.
	<b>Portfolio Appearance</b>	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.

### PRESENTATION FORMAT

<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to a 5-minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
--------------------------	--

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
<b>Knowledge of Subject Matter</b>	Demonstrate knowledge of skills needed to explore and experience the career of being a Family and Consumer Sciences educator.		
<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework to selected career.	Describe the relationship of Family and Consumer Sciences coursework and standards to selected career. Identify career pathway.
<b>Use of Portfolio and Visuals</b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		



**SAY YES TO FCS EDUCATION**  
**SPECIFICATIONS (CONTINUED)**

<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.

# SAY YES TO FCS EDUCATION

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [Classroom Observation Instructions](#)
- [FCCLA Chapter Integration Plan](#)
- [FCS Educator Interview Instructions](#)
- [Research Summary Instructions](#)
- [Say Yes to FCS Lesson Plan Template](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

# SAY YES TO FCS EDUCATION

## STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition</b> 0 or 1 points	Confirmed STAR Competition schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 points	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	0 Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	0 Portfolio exceeds the page limit	1 At least 2 errors 2 1 error 3 no errors Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 6 Content Divider Pages or slides • Up to 16 content pages or 25 content slides	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	

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

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

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

## SAY YES TO FCS EDUCATION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process Summary not provided	<b>1 2</b> Planning Process steps are not clearly summarized or are inadequate	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>FCS Education Research Summary</b> 0–5 points	<b>0</b> Research Summary not included	<b>1 2</b> Research Summary for 1 postsecondary institution offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	<b>3</b> Research Summary for 1 postsecondary institution offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	<b>4</b> Research Summary for 1 postsecondary institution offering FCS Education program detailed. Meets page/slide requirements (see specifications)	<b>5</b> Research Summary for 1 postsecondary institution offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
<b>FCS Educator Interview Summary</b> 0–5 points	<b>0</b> Interview Summary not included	<b>1 2</b> Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	<b>3</b> Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	<b>4</b> Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	<b>5</b> Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
<b>Classroom Observation Summary</b> 0–10 points	<b>0</b> Classroom Observation Summary not included	<b>1 2 3</b> Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	<b>4 5 6</b> Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	<b>7 8</b> Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	<b>9 10</b> Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
<b>FCCLA Integration Plan</b> 0–7 points	<b>0</b> No FCCLA National Program identified	<b>1 2</b> 1 FCCLA National Program identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	<b>3 4</b> 1 FCCLA National Program identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>5 6</b> 1 FCCLA National Program identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>7</b> 1 FCCLA National Program clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
<b>FCS Lesson Plan Marketing: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)		
<b>FCS Lesson Plan Marketing: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed		
<b>FCS Lesson Plan Marketing: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1–3 activities selected support lesson plan and are detailed	<b>3</b> 1–3 activities selected clearly support lesson plan and are well detailed		
<b>FCS Lesson Plan Marketing: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed		
<b>FCS Lesson Plan Marketing: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in portfolio	<b>2</b> Resources for lesson plan generally developed and included in portfolio	<b>3</b> Resources for lesson plan well developed and included in portfolio		
<b>FCS Lesson Plan Marketing: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed		



## SAY YES TO FCS EDUCATION LEVEL 1 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject matter knowledge is not evident	<b>1 2</b> Subject matter knowledge is limited	<b>3</b> Evidence of subject matter knowledge, but not used effectively in the presentation	<b>4</b> Subject matter knowledge is evident and used in the presentation	<b>5</b> Subject matter knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and selected career	<b>1</b> Limited evidence of relationship between FCS coursework and selected career	<b>2</b> Evidence of relationship between FCS coursework and selected career	<b>3</b> Detailed evidence of relationship between FCS coursework and selected career		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## SAY YES TO FCS EDUCATION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process Summary not provided	<b>1 2</b> Planning Process steps are not clearly summarized or are inadequate	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>FCS Education Research Summary</b> 0–5 points	<b>0</b> Research Summary not included	<b>1 2</b> Research Summary for 2 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	<b>3</b> Research Summary for 2 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	<b>4</b> Research Summary for 2 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	<b>5</b> Research Summary for 2 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
<b>FCS Educator Interview Summary</b> 0–5 points	<b>0</b> Interview Summary not included	<b>1 2</b> Interview Summary for 1 FCS Educator poorly detailed. Does not meet page/slide requirements (see specifications)	<b>3</b> Interview Summary for 1 FCS Educator loosely detailed. Meets page/slide requirements (see specifications)	<b>4</b> Interview Summary for 1 FCS Educator detailed. Meets page/slide requirements (see specifications)	<b>5</b> Interview Summary for 1 FCS Educator well detailed. Meets page/slide requirements (see specifications)	
<b>Classroom Observation Summary</b> 0–10 points	<b>0</b> Classroom Observation Summary not included	<b>1 2 3</b> Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	<b>4 5 6</b> Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	<b>7 8</b> Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	<b>9 10</b> Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
<b>FCCLA Integration Plan</b> 0–7 points	<b>0</b> No FCCLA National Program identified	<b>1 2</b> 2 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	<b>3 4</b> 2 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>5 6</b> 2 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>7</b> 2 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
<b>FCS Lesson Plan Marketing: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)		
<b>FCS Lesson Plan Marketing: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed		
<b>FCS Lesson Plan Marketing: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1–3 activities selected support lesson plan and are detailed	<b>3</b> 1–3 activities selected clearly support lesson plan and are well detailed		
<b>FCS Lesson Plan Marketing: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed		
<b>FCS Lesson Plan Marketing: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in portfolio	<b>2</b> Resources for lesson plan generally developed and included in portfolio	<b>3</b> Resources for lesson plan well developed and included in portfolio		
<b>FCS Lesson Plan Marketing: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed		

## SAY YES TO FCS EDUCATION LEVEL 2 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject matter knowledge is not evident	<b>1 2</b> Subject matter knowledge is limited	<b>3</b> Evidence of subject matter knowledge, but not used effectively in the presentation	<b>4</b> Subject matter knowledge is evident and used in the presentation	<b>5</b> Subject matter knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and selected career	<b>1</b> Limited evidence of relationship between FCS coursework and selected career	<b>2</b> Evidence of relationship between FCS coursework and selected career	<b>3</b> Detailed evidence of relationship between FCS coursework and selected career		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## SAY YES TO FCS EDUCATION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process Summary not provided	<b>1 2</b> Planning Process steps are not clearly summarized or are inadequate	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>FCS Education Research Summary</b> 0–5 points	<b>0</b> Research Summary not included	<b>1 2</b> Research Summary for 3 postsecondary institutions offering FCS Education program poorly detailed. Does not meet page/slide requirements (see specifications)	<b>3</b> Research Summary for 3 postsecondary institutions offering FCS Education program loosely detailed. Meets page/slide requirements (see specifications)	<b>4</b> Research Summary for 3 postsecondary institutions offering FCS Education program detailed. Meets page/slide requirements (see specifications)	<b>5</b> Research Summary for 3 postsecondary institutions offering FCS Education program well detailed. Meets page/slide requirements (see specifications)	
<b>FCS Educator Interview Summary</b> 0–5 points	<b>0</b> Interview Summary not included	<b>1 2</b> Interview Summary for 2 FCS Educators poorly detailed. Does not meet educator or page/slide requirements (see specifications)	<b>3</b> Interview Summary for 2 FCS Educators loosely detailed. Meets educator and page/slide requirements (see specifications)	<b>4</b> Interview Summary for 2 FCS Educators detailed. Meets educator and page/slide requirements (see specifications)	<b>5</b> Interview Summary for 2 FCS Educators well detailed. Meets educator and page/slide requirements (see specifications)	
<b>Classroom Observation Summary</b> 0–10 points	<b>0</b> Classroom Observation Summary not included	<b>1 2 3</b> Classroom Observation Summary poorly detailed. Does not meet observation and/or page/slide requirements (see specifications)	<b>4 5 6</b> Classroom Observation Summary loosely detailed. Meets observation and page/slide requirements (see specifications)	<b>7 8</b> Classroom Observation Summary detailed. Meets observation and page/slide requirements (see specifications)	<b>9 10</b> Classroom Observation Summary well detailed. Meets observation and page/slide requirements (see specifications)	
<b>FCCLA Integration Plan</b> 0–7 points	<b>0</b> No FCCLA National Program identified	<b>1 2</b> 3 FCCLA National Programs identified but poorly integrated into the FCS curriculum. Does not meet page/slide requirements (see specifications)	<b>3 4</b> 3 FCCLA National Programs identified and loosely integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>5 6</b> 3 FCCLA National Programs identified and integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	<b>7</b> 3 FCCLA National Programs clearly identified and well integrated into the FCS curriculum. Meets page/slide requirements (see specifications)	
<b>FCS Lesson Plan Marketing: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)		
<b>FCS Lesson Plan Marketing: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed		
<b>FCS Lesson Plan Marketing: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1–3 activities selected support lesson plan and are detailed	<b>3</b> 1–3 activities selected clearly support lesson plan and are well detailed		
<b>FCS Lesson Plan Marketing: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed		
<b>FCS Lesson Plan Marketing: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in portfolio	<b>2</b> Resources for lesson plan generally developed and included in portfolio	<b>3</b> Resources for lesson plan well developed and included in portfolio		
<b>FCS Lesson Plan Marketing: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed		

## SAY YES TO FCS EDUCATION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Subject matter knowledge is not evident	<b>1 2</b> Subject matter knowledge is limited	<b>3</b> Evidence of subject matter knowledge, but not used effectively in the presentation	<b>4</b> Subject matter knowledge is evident and used in the presentation	<b>5</b> Subject matter knowledge is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/ Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and selected career. Career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and selected career. Career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and selected career. Career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and selected career. Career pathway identified. All components explained well		
<b>Use of Portfolio During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators’ Questions</b> 0–5 points	<b>0</b> Did not answer evaluators’ questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators’ questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator’s Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## SPORTS NUTRITION

### 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.
3. The nutritional plan and management tool do not have to be implemented by the student athlete. The selected student athlete must be someone other than the participant(s).
4. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for 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 (NLC) and must be the work of the participant(s) only.
6. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
7. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■		

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder, Oral Presentation and Visuals</i>	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## SPORTS NUTRITION COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>file folder</i> with required documents to the event room consultant at the designated participation time.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
	Room consultants and evaluators will have 5 minutes to preview the <i>file folder</i> before the presentation begins.		
15 minutes	The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes. The oral presentation is a time for the participant(s), in the role of student nutritionist/dietitian, to present to the evaluators, in the role of the student-athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. Students take on the role of the student nutritionist/dietitian. If audio or audiovisual recordings are used, they are limited to 3-minutes of 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. <i>File folders</i> will be returned to participants at the end of scoring.		
Total Time: 30 Minutes			

## SPORTS NUTRITION SPECIFICATIONS

PRESENTATION FORMAT	
<i>File Folder</i>	Participants will submit one letter-size <i>file folder</i> 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 <i>file folder</i> 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	LEVELS 3 & 4
1– 8 ½" x 11" page	<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.		
1– 8 ½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1– 8 ½" x 11" page	<i>Evidence of Online Summary Form Submission</i>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>file folder</i> .		
1–2 8 ½" x 11" pages	<i>Sport and Training Summary Pages</i>	Summarize 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	<i>Student Athlete Demographic Page</i>	Provide description of student athlete, including gender, first name, age, height, and activity level. Include specific health concerns (food preferences, intolerances, dietary restrictions, physical disorders, cultural needs, etc.).		
1– 8 ½" x 11" page	<i>Student Athlete Daily Schedule Page</i>	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep and other responsibilities (work, volunteering, tutoring, etc.). must not reflect a competition day.		
1– 8 ½" x 11" page	<i>Works Cited/ Bibliography</i>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		



## SPORTS NUTRITION SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
<b>Nutritional Plan and Management Tool</b>	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	LEVELS 3 & 4
Nutrition Plan Goals	Identify at least 3 nutrition, hydration and performance goals.		
Nutrition and Hydration Plan	Develop a 3–day nutritional plan. Include 2 pre–competition days and 1 competition day. The plan must detail 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 must avoid substances that may have a negative impact on performance.		Develop a 5–day nutritional plan. Include 3 pre–competition days, 1 competition day and 1 recovery day. The plan must detail 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 must avoid substances that may have a negative impact on performance.
Nutritional Evaluation	Use a nutrient analysis program of the participant’s choice to analyze each day of the nutritional plan.	Use a nutrient analysis program of the participant’s choice to analyze each day of the nutritional plan. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure the analysis meets the needs of the student–athlete. Provide a rationale for any discrepancies.	
Management Tool	Manage and monitor the student athlete’s nutrition plan and goals using a management tool of their choice (mobile applications, website tracking, paper–pencil, stickers, etc.). The management tool must meet the needs of the student athlete and be realistic given the student’s daily schedule. The management tool can be commercially available or designed by the participant.		

PRESENTATION FORMAT	
<b>Oral Presentation</b>	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	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
<b>Knowledge of Sports Nutrition</b>	Demonstrate thorough knowledge of sports nutrition related to the participant’s chosen project.		



## SPORTS NUTRITION

### SPECIFICATIONS (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework/Standards</b>	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to selected project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of <i>Visuals</i> during Presentation</b>	The <i>visuals</i> presented the nutritional plan in a clear, concise and visually appealing way.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>visuals</i> and notes or notecards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## SPORTS NUTRITION

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## SPORTS NUTRITION

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 point	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event <i>Online Orientation Form</i></b> 0 or 1 point	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b><i>File Folder</i></b> 0–4 points	<b>0</b> No File Folder presented	<b>1 2 3</b> File Folder either presented with incorrect labeling and insufficient materials for evaluators (less than 3 copies of contents) or content is incomplete	<b>4</b> File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none"> <li>• 1 Project ID page or slide</li> <li>• 1 Planning Process Summary page</li> <li>• Project Summary Form Submission Proof</li> <li>• 1–2 Sport and Training Summary page(s)</li> <li>• 1 Student Athlete Demographic page</li> <li>• 1 Student Athlete Daily Schedule page</li> <li>• 1 Works Cited/Bibliography</li> </ul>
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

## EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_  
 Evaluator 2: \_\_\_\_\_  
 Evaluator 3: \_\_\_\_\_  
 Total Score: \_\_\_\_\_

Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_  
Initials: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

*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 & RATING** (please initial)

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

## SPORTS NUTRITION LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	0 Not included	1 2 Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	3 4 Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	5 6 Sport & Training Summary pages summarized. Includes all details (see specifications)	7 8 Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	0 Not included	1 Demographic information poorly detailed and missing most information (see specifications)	2 Demographic information detailed. Includes most information (see specifications)	3 Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	0 Not included	1 Daily schedule poorly detailed and missing most information (see specifications)	2 Daily schedule detailed. Includes most information (see specifications)	3 Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/Bibliography</b> 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	0 Not included	1 2 Less than 3 goals for nutrition, hydration and performance detailed.	3 At least 3 goals for nutrition, hydration and performance loosely detailed.	4 At least 3 goals for nutrition, hydration and performance detailed.	5 At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	0 Not included	1 2 3 4 Nutrition and Hydration Plan for 3 days is poorly detailed or meets limited criteria (see specifications)	5 6 7 8 Nutrition and Hydration Plan for 3 days is loosely detailed and meets most criteria (see specifications)	9 10 11 12 Nutrition and Hydration Plan for 3 days is detailed and meets all criteria (see specifications)	13 14 15 Nutrition and Hydration Plan for 3 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	0 Not included	1 2 3 Daily nutrient analysis poorly detailed	4 5 6 Daily nutrient analysis loosely detailed	7 8 Daily nutrient analysis detailed	9 10 Daily nutrient analysis well detailed	
<b>Management Tool</b> 0–3 points	0 Not included	1 Selected management tool is unrealistic or does not meet the student athlete's needs	2 Selected management tool is realistic and generally fits the student athlete's needs	3 Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sports Nutrition</b> 0–5 points	0 Little or no evidence of knowledge	1 2 Minimal 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	

## SPORTS NUTRITION LEVEL 1 RUBRIC (CONTINUED)

<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Relationship between FCS coursework and project is evident and shared at times	<b>3</b> Relationship between FCS coursework and project is evident and explained well		
<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	<b>Evaluator #:</b> _____	
	<b>Evaluator Initials:</b> _____	
	<b>RC Initials:</b> _____	

## SPORTS NUTRITION LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	0 Not included	1 2 Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	3 4 Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	5 6 Sport & Training Summary pages summarized. Includes all details (see specifications)	7 8 Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	0 Not included	1 Demographic information poorly detailed and missing most information (see specifications)	2 Demographic information detailed. Includes most information (see specifications)	3 Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	0 Not included	1 Daily schedule poorly detailed and missing most information (see specifications)	2 Daily schedule detailed. Includes most information (see specifications)	3 Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/Bibliography</b> 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	0 Not included	1 2 Less than 3 goals for nutrition, hydration and performance detailed.	3 At least 3 goals for nutrition, hydration and performance loosely detailed.	4 At least 3 goals for nutrition, hydration and performance detailed.	5 At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	0 Not included	1 2 3 4 Nutrition and Hydration Plan for 3 days is poorly detailed or meets limited criteria (see specifications)	5 6 7 8 Nutrition and Hydration Plan for 3 days is loosely detailed and meets most criteria (see specifications)	9 10 11 12 Nutrition and Hydration Plan for 3 days is detailed and meets all criteria (see specifications)	13 14 15 Nutrition and Hydration Plan for 3 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	0 Not included	1 2 3 Daily nutrient analysis poorly detailed. Comparison to DRIs and RDAs unclear. Discrepancy rational not included	4 5 6 Daily nutrient analysis loosely detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included but vague	7 8 Daily nutrient analysis detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included	9 10 Daily nutrient analysis well detailed. Comparison to DRIs and RDAs clearly evident. Discrepancy rational included	
<b>Management Tool</b> 0–3 points	0 Not included	1 Selected management tool is unrealistic or does not meet the student athlete's needs	2 Selected management tool is realistic and generally fits the student athlete's needs	3 Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	

## SPORTS NUTRITION LEVEL 2 RUBRIC (CONTINUED)

<b>Knowledge of Sports Nutrition</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1 2</b> Minimal evidence of knowledge	<b>3</b> Knowledge of sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Relationship between FCS coursework and project is evident and shared at times. National Program identified	<b>3</b> Relationship between FCS coursework and project is evident, National Program identified and both explained well		
<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## SPORTS NUTRITION LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

FILE FOLDER						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page	
<b>Sport &amp; Training Summary Pages</b> 0–8 points	0 Not included	1 2 Sport & Training Summary pages poorly summarized. Missing most information (see specifications)	3 4 Sport & Training Summary pages loosely summarized. Includes most details (see specifications)	5 6 Sport & Training Summary pages summarized. Includes all details (see specifications)	7 8 Sport & Training Summary pages well summarized. Includes all details (see specifications)	
<b>Student Athlete Demographic Page</b> 0–3 points	0 Not included	1 Demographic information poorly detailed and missing most information (see specifications)	2 Demographic information detailed. Includes most information (see specifications)	3 Demographic information well detailed. Includes all information (see specifications)		
<b>Student Athlete Daily Schedule Page</b> 0–3 points	0 Not included	1 Daily schedule poorly detailed and missing most information (see specifications)	2 Daily schedule detailed. Includes most information (see specifications)	3 Daily schedule well detailed. Includes all information (see specifications)		
<b>Works Cited/ Bibliography</b> 0–3 points	0 Not included	1 Sources are incomplete, dated, unreliable and with many citation errors	2 Sources are complete, current and reliable, but have citation errors (see citation guide)	3 Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

NUTRITION AND HYDRATION PLAN						POINTS
<b>Nutrition Plan Goals</b> 0–5 points	0 Not included	1 2 Less than 3 goals for nutrition, hydration and performance detailed.	3 At least 3 goals for nutrition, hydration and performance loosely detailed.	4 At least 3 goals for nutrition, hydration and performance detailed.	5 At least 3 goals for nutrition, hydration and performance well detailed.	
<b>Nutrition and Hydration Plan</b> 0–15 points	0 Not included	1 2 3 4 Nutrition and Hydration Plan for 5 days is poorly detailed or meets limited criteria (see specifications)	5 6 7 8 Nutrition and Hydration Plan for 5 days is loosely detailed and meets most criteria (see specifications)	9 10 11 12 Nutrition and Hydration Plan for 5 days is detailed and meets all criteria (see specifications)	13 14 15 Nutrition and Hydration Plan for 5 days is well detailed and meets all criteria (see specifications)	
<b>Nutritional Evaluation</b> 0–10 points	0 Not included	1 2 3 Daily nutrient analysis poorly detailed. Comparison to DRIs and RDAs unclear. Discrepancy rational not included	4 5 6 Daily nutrient analysis loosely detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included but vague	7 8 Daily nutrient analysis detailed. Comparison to DRIs and RDAs evident. Discrepancy rational included	9 10 Daily nutrient analysis well detailed. Comparison to DRIs and RDAs clearly evident. Discrepancy rational included	
<b>Management Tool</b> 0–3 points	0 Not included	1 Selected management tool is unrealistic or does not meet the student athlete's needs	2 Selected management tool is realistic and generally fits the student athlete's needs	3 Selected management tool is realistic and clearly fits the student athlete's needs		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	0 Presentation is not complete or presented briefly and does not cover components of the project	1 2 3 The presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	



## SPORTS NUTRITION LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Knowledge of Sports Nutrition</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1 2</b> Minimal evidence of knowledge	<b>3</b> Knowledge of sports nutrition is evident but not effectively used in presentation	<b>4</b> Knowledge of sports nutrition is evident and shared at times in the presentation	<b>5</b> Knowledge of sports nutrition is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Visuals during Presentation</b> 0–3 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Used effectively throughout the presentation	<b>3</b> Significantly enhances the presentation		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>          	<b>TOTAL</b> <b>(92 Points Possible)</b>
	<b>Evaluator #:</b> _____
	<b>Evaluator Initials:</b> _____ <b>RC Initials:</b> _____

## SUSTAINABILITY CHALLENGE

### SUSTAINABILITY CHALLENGE

An individual or *team event*, recognizes participants who address sustainability concerns that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five annual 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.

### ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation at competitions.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference (NLC) and must be the work of the participant(s) only.
4. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
5. Participants who do not follow the event guidelines or the definition of the event, or if they create an item that does not align with the current event topic, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
■	■	■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>Portfolio</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## SUSTAINABILITY CHALLENGE ANNUAL TOPICS

ANNUAL THEME	
Competition Topics	<ul style="list-style-type: none"> <li>The Impact of Fast Fashion on the Environment and Society: Exploring Sustainable Alternatives in the Fashion Industry</li> <li>Investigating the key principles and best practices for creating sustainable communities that promote long-term viability, resilience and livability</li> <li>Reducing consumer plastic packaging</li> <li>Sustainable Food</li> <li>Sustainable transportation and reducing carbon emissions from transportation</li> </ul>

## SUSTAINABILITY CHALLENGE COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each entry will submit a <i>portfolio</i> ( <i>hardcopy</i> or electronic) to the event room consultant at the designated participation time.			
5 minutes	Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.		
10 minutes	Room consultants and evaluators will have 10 minutes to preview the <i>portfolio</i> during participant set-up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The oral presentation may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to 3-minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant(s).		
5 minutes	Evaluators will have 5 minutes to use the rubric to score and write comments for participant(s).		
Total Time: 30 Minutes			

## SUSTAINABILITY CHALLENGE SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<i>Hardcopy Portfolio</i>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or online informative cover may be included. All materials, including the <i>content divider pages</i> , 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 <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<i>Electronic Portfolio</i>	An <i>electronic portfolio</i> may be either in PowerPoint, Prezi or other electronic formats that can be viewed by the evaluators and room consultants prior to the oral presentation. The <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators; participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 59 slides, as described below.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	<i>Project Identification Page</i>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.	
1– 8 ½" x 11" page or 1 slide	<i>Table of Contents</i>	List the parts of the <i>portfolio</i> in the order in which the parts appear.	

## SUSTAINABILITY CHALLENGE

### SPECIFICATIONS (CONTINUED)

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 2 slides	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation.		
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the <i>Online Project Summary Form</i> located on the “Surveys Applications” tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .		
0–10 <i>Content</i> Divider/section pages or slides	<i>Content Divider Pages</i> or sections	Use 0 to 10 <i>Content</i> Divider/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> .		
Up to 34 8 ½" x 11" pages or 44 slides	Evidence of Research	Document 3 sources of background research, current data and additional relevant information and how they support the project’s key concern.	Document 4 sources of background research, current data and additional relevant information and how they support the project’s key concern.	Document 5 sources of background research, current data and additional relevant information and how they support the project’s key concern.
	Knowledge of the Relationship of Sustainability Concern to Participants’ Home, School and/or Community	Indicate the selected competition project topic. Provide documentation for the sustainability concern’s current and potential impacts on the participants’ homes, schools and <i>community</i> . Identify actions individuals or groups can take to combat, stop or reverse the identified concern.		
	Creativity and Project Replication	Design a creative project that engages the school in addressing the sustainability concern.	Design a creative project that engages the school and <i>community</i> in addressing the sustainability concern.	Design a creative project that engages the school and <i>community</i> in addressing the sustainability concern. Include instructions for project replication in another school or <i>community</i> .
	Overall Sustainability Responsibility of Project	The project must address the chosen sustainability concern without causing additional harm to the environment. (i.e., if your project focuses on energy consumption, it must address energy consumption but not waste or misuse other <i>resources</i> ).		
	Project Evaluation	Conduct an evaluation of project’s effectiveness and ability to reach others.	Conduct an evaluation of project’s effectiveness and ability to reach others. <i>Propose</i> a list of suggested adjustments to increase project’s reach.	
	Evidence of Educational Presentations	Document 1 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank-you notes.	Document 2 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank-you notes.	Document 3 educational presentation prior to competition. Include date, location and proof of presentation such as photos, news clippings and/or thank-you notes.

## SUSTAINABILITY CHALLENGE SPECIFICATIONS (CONTINUED)

Up to 34 8 ½" x 11" pages or 44 slides (continued)	<b>Educational Presentation Reach</b>	Identify and describe the school <i>audience</i> reached through the educational presentation. Include reasoning for selecting the targeted <i>audience</i> and the benefits of educating them on the sustainability concern.	Identify and describe the school <i>audiences</i> reached through the 2 educational presentations. Include reasoning for selecting the targeted <i>audiences</i> and the benefits of educating them on the sustainability concern.	Identify and describe the school <i>audiences</i> reached through the 3 educational presentations. Include reasoning for selecting the targeted <i>audiences</i> and the benefits of educating them on the sustainability concern.
	<b>Effectiveness of Educational Presentations</b>	Document the educational presentation's effectiveness through the development of an evaluation sheet.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in <i>audience members'</i> activity, opinions, knowledge level, etc.	Document the educational presentation's effectiveness through the development of an evaluation sheet. Include evidence of changes in <i>audience members'</i> activity, opinions, knowledge level, etc. Propose adjustments for future presentations based on the data collected.
	<b>Works Cited/Bibliography</b>	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	<b>Portfolio Appearance</b>	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

### PRESENTATION FORMAT

<b>Oral Presentation</b>	The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i> , materials, supplies and/or equipment to demonstrate how to carry out the project.
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SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
<b>Knowledge of Sustainability Concern</b>	Demonstrate knowledge of sustainability concern's current data and trends.		
<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of Portfolio and Visuals</b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		



## SUSTAINABILITY CHALLENGE

### SPECIFICATIONS (CONTINUED)

<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
<b>Grammar/Word Usage/ Pronunciation</b>	Use proper grammar, word usage and pronunciation.
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.

# SUSTAINABILITY CHALLENGE

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## SUSTAINABILITY CHALLENGE STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_  
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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only) <div>0 No                      1 Yes</div>		
<b>Event Online Orientation Form</b> 0 or 1 points	Online Orientation Form not completed in the Student Portal by deadline <div>0</div>	Online Orientation Form completed in the Student Portal by deadline <div>1</div>	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	Binder is not the official FCCLA binder <div>0</div> Electronic Portfolio not in viewable format to the evaluators	Binder is the official FCCLA binder <div>1</div> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	Portfolio exceeds the page limit <div>0</div>	<div>1                      2                      3</div> <div><b>At least 2 errors    1 error    no errors</b></div> Portfolio is completed correctly and does not exceed 36 single-sided pages or 47 slides, including: <ul style="list-style-type: none"> <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 Form submission proof</li> <li>• Up to 10 Content Divider Pages or slides</li> <li>• Up to 34 content pages or 44 content slides</li> </ul>	
<b>Punctuality</b> 0 or 1 point	Participant was late for presentation <div>0</div>	Participant was on time for presentation <div>1</div>	
<b>Dress Code</b> 0 or 1 point	Event dress code was not followed <div>0</div>	Event dress code was followed <div>1</div>	
<b>EVALUATORS' SCORES</b> Evaluator 1: _____ Initials: _____ Evaluator 2: _____ Initials: _____ Evaluator 3: _____ Initials: _____ Total Score: _____ <div>Divided by # of Evaluators</div> <b>= AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)			<b>ROOM CONSULTANT TOTAL</b> (8 Points Possible) <b>AVERAGE EVALUATOR SCORE</b> (92 Points Possible) <b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)

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

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



## SUSTAINABILITY CHALLENGE LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Evidence of Research</b> 0–5 points	<b>0</b> No sources included	<b>1 2</b> Less than 3 sources included or relation to project's concern is unclear	<b>3</b> 3 current, relevant sources included generally support project's concern	<b>4</b> 3 current, relevant sources included support project's concern	<b>5</b> 3 current, relevant sources included clearly support project's concern	
<b>Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community</b> 0–8 points	<b>0</b> Not sustainability concern, impacts or action steps identified.	<b>1 2 3</b> Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	<b>4 5</b> Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	<b>6 7</b> Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	<b>8</b> Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
<b>Creativity and Project Replication</b> 0–8 points	<b>0</b> No school engagement	<b>1 2</b> Project lacks creativity. School engagement in addressing concern unclear	<b>3 4</b> Project is creative and generally engages school in addressing concern	<b>5 6</b> Project is creative and engages school in addressing concern	<b>7 8</b> Project is highly creative and clearly engages school in addressing concern	
<b>Overall Sustainability Responsibility of Project</b> 0–4 points	<b>0</b> Project is sustainability irresponsible or causes additional harm	<b>1</b> Project is generally sustainability responsible and causes limited additional harm	<b>2</b> Project is generally sustainability responsible and causes no additional harm	<b>3</b> Project is sustainability responsible and causes no additional harm	<b>4</b> Project is highly sustainability responsible and causes no additional harm	
<b>Project Evaluation</b> 0–3 points	<b>0</b> No evaluation conducted on project's effectiveness or reach	<b>1</b> Evaluation of project's effectiveness and reach on poorly detailed	<b>2</b> Evaluation of project's effectiveness and reach generally detailed	<b>3</b> Evaluation of project's effectiveness and reach well detailed		
<b>Evidence of Educational Presentations</b> 0–2 points	<b>0</b> No educational presentation conducted prior to competition	<b>1</b> Presented 1 educational presentation prior to competition. Proof of presentation not included	<b>2</b> Presented 1 educational presentation prior to competition. Proof of presentation included			
<b>Scope of Educational Presentations</b> 0–5 points	<b>0</b> Audience information not included	<b>1 2</b> School audience reached not identified or selection reasoning and educational benefits poorly detailed	<b>3</b> School audience reached generally identified. Selection reasoning and educational benefits loosely detailed	<b>4</b> School audience reached identified. Selection reasoning and educational benefits detailed	<b>5</b> School audience reached clearly identified. Selection reasoning and educational benefits well detailed	
<b>Effectiveness of Educational Presentations</b> 0–5 points	<b>0</b> No evaluation included	<b>1 2</b> Evaluation sheet documenting the educational presentation's effectiveness poorly detailed	<b>3</b> Evaluation sheet documenting the educational presentation's effectiveness loosely detailed	<b>4</b> Evaluation sheet documenting the educational presentation's effectiveness detailed	<b>5</b> Evaluation sheet documenting the educational presentation's effectiveness well detailed	
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

## SUSTAINABILITY CHALLENGE LEVEL 1 RUBRIC (CONTINUED)

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sustainability Concern</b> 0–5 points	<b>0</b> Knowledge of sustainability concern is not evident	<b>1 2</b> Knowledge of sustainability concern is limited	<b>3</b> Knowledge of sustainability concern is evident, but not used effectively in the presentation	<b>4</b> Knowledge of sustainability concern is evident and used in the presentation	<b>5</b> Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		
Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> (92 Points Possible)	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	

## SUSTAINABILITY CHALLENGE LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
FCCLA Planning Process Summary Page 0–10 points	0 Planning Process Summary not provided	1 2 3 Planning Process steps are not clearly summarized or are inadequate	4 5 6 All Planning Process steps are summarized	7 8 Evidence that the Planning Process was utilized to plan project	9 10 The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
Evidence of Research 0–5 points	0 No sources included	1 2 Less than 4 sources included or relation to project's concern is unclear	3 4 current, relevant sources included generally support project's concern	4 4 current, relevant sources included support project's concern	5 4 current, relevant sources included clearly support project's concern	
Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community 0–8 points	0 Not sustainability concern, impacts or action steps identified.	1 2 3 Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	4 5 Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	6 7 Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	8 Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
Creativity and Project Replication 0–8 points	0 No school or community engagement	1 2 Project lacks creativity. School and community engagement in addressing concern unclear	3 4 Project is creative and generally engages school and community in addressing concern	5 6 Project is creative and engages school and community in addressing concern	7 8 Project is highly creative and clearly engages school and community in addressing concern	
Overall Sustainability Responsibility of Project 0–4 points	0 Project is sustainability irresponsible or causes additional harm	1 Project is generally sustainability responsible and causes limited additional harm	2 Project is generally sustainability responsible and causes no additional harm	3 Project is sustainability responsible and causes no additional harm	4 Project is highly sustainability responsible and causes no additional harm	
Project Evaluation 0–3 points	0 No evaluation conducted on project's effectiveness or reach. No adjustments included	1 Evaluation of project's effectiveness, reach and adjustment list poorly detailed	2 Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	3 Evaluation of project's effectiveness, reach and adjustment list well detailed		
Evidence of Educational Presentations 0–2 points	0 No educational presentations conducted prior to competition	1 Less than 2 educational presentations conducted prior to competition. Proof of presentations not included	2 Presented 2 educational presentations prior to competition. Proof of presentations included			
Scope of Educational Presentations 0–5 points	0 Audiences information not included	1 2 School audiences reached not identified or selection reasoning and educational benefits poorly detailed	3 School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	4 School audiences reached identified. Selection reasoning and educational benefits detailed	5 School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
Effectiveness of Educational Presentations 0–5 points	0 No evaluation included	1 2 Evaluation sheet documenting the 2 educational presentation's effectiveness poorly detailed	3 Evaluation sheet documenting the 2 educational presentation's effectiveness loosely detailed	4 Evaluation sheet documenting the 2 educational presentation's effectiveness detailed	5 Evaluation sheet documenting the 2 educational presentation's effectiveness well detailed	

## SUSTAINABILITY CHALLENGE LEVEL 2 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sustainability Concern</b> 0–5 points	<b>0</b> Knowledge of sustainability concern is not evident	<b>1 2</b> Knowledge of sustainability concern is limited	<b>3</b> Knowledge of sustainability concern is evident, but not used effectively in the presentation	<b>4</b> Knowledge of sustainability concern is evident and used in the presentation	<b>5</b> Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and both explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## SUSTAINABILITY CHALLENGE LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Evidence of Research</b> 0–5 points	<b>0</b> No sources included	<b>1 2</b> Less than 5 sources included or relation to project's concern is unclear	<b>3</b> 5 current, relevant sources included generally support project's concern	<b>4</b> 5 current, relevant sources included support project's concern	<b>5</b> 5 current, relevant sources included clearly support project's concern	
<b>Knowledge of the Relationship of Sustainability Concern to Participants' Homes, Schools, Community</b> 0–8 points	<b>0</b> Not sustainability concern, impacts or action steps identified.	<b>1 2 3</b> Project's sustainability concern unclear or documentation of potential impacts and action steps poorly detailed	<b>4 5</b> Project's sustainability concern stated. Documentation of potential impacts and action steps loosely detailed	<b>6 7</b> Project's sustainability concern stated. Documentation of potential impacts and action steps detailed	<b>8</b> Project's sustainability concern clearly stated. Documentation of potential impacts and action steps well detailed	
<b>Creativity and Project Replication</b> 0–8 points	<b>0</b> No school or community engagement	<b>1 2</b> Project lacks creativity. School and community engagement in addressing concern unclear	<b>3 4</b> Project is creative and generally engages school and community in addressing concern	<b>5 6</b> Project is creative and engages school and community in addressing concern	<b>7 8</b> Project is highly creative and clearly engages school and community in addressing concern	
<b>Overall Sustainability Responsibility of Project</b> 0–4 points	<b>0</b> Project is sustainability irresponsible or causes additional harm	<b>1</b> Project is generally sustainability responsible and causes limited additional harm	<b>2</b> Project is generally sustainability responsible and causes no additional harm	<b>3</b> Project is sustainability responsible and causes no additional harm	<b>4</b> Project is highly sustainability responsible and causes no additional harm	
<b>Project Evaluation</b> 0–3 points	<b>0</b> No evaluation conducted on project's effectiveness or reach. No adjustments included	<b>1</b> Evaluation of project's effectiveness, reach and adjustment list poorly detailed	<b>2</b> Evaluation of project's effectiveness, reach and adjustment list generally detailed. Proposed list of adjustments included	<b>3</b> Evaluation of project's effectiveness, reach and adjustment list well detailed		
<b>Evidence of Educational Presentations</b> 0–2 points	<b>0</b> No educational presentations conducted prior to competition	<b>1</b> Less than 3 educational presentations conducted prior to competition. Proof of presentations not included	<b>2</b> Presented 3 educational presentations prior to competition. Proof of presentations included			
<b>Scope of Educational Presentations</b> 0–5 points	<b>0</b> Audiences information not included	<b>1 2</b> School audiences reached not identified or selection reasoning and educational benefits poorly detailed	<b>3</b> School audiences reached generally identified. Selection reasoning and educational benefits loosely detailed	<b>4</b> School audiences reached identified. Selection reasoning and educational benefits detailed	<b>5</b> School audiences reached clearly identified. Selection reasoning and educational benefits well detailed	
<b>Effectiveness of Educational Presentations</b> 0–5 points	<b>0</b> No evaluation included	<b>1 2</b> Evaluation sheet documenting the 3 educational presentation's effectiveness poorly detailed	<b>3</b> Evaluation sheet documenting the 3 educational presentation's effectiveness loosely detailed	<b>4</b> Evaluation sheet documenting the 3 educational presentation's effectiveness detailed	<b>5</b> Evaluation sheet documenting the 3 educational presentation's effectiveness well detailed	

## SUSTAINABILITY CHALLENGE LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		

ORAL PRESENTATION						POINTS
<b>Organization/ Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Sustainability Concern</b> 0–5 points	<b>0</b> Knowledge of sustainability concern is not evident	<b>1 2</b> Knowledge of sustainability concern is limited	<b>3</b> Knowledge of sustainability concern is evident, but not used effectively in the presentation	<b>4</b> Knowledge of sustainability concern is evident and used in the presentation	<b>5</b> Knowledge of sustainability concern is clearly evident and used effectively in the presentation	
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–5 points	<b>0</b> Portfolio not used during presentation	<b>1 2</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>3</b> Portfolio incorporated throughout presentation	<b>4</b> Portfolio used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and portfolio	
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1 2</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>3 4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____ RC Initials: _____	

## TEACH OR TRAIN

### TEACH OR 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. Levels 2 and 3 & 4 participants will also complete a shadowing experience of a “best practices” educator.

### 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 project developed for the Teach or Train event does not have to relate to a Family and Consumer Sciences curriculum area.
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 (NLC) and must be the work of the participant(s) only.
5. National Leadership Conference (NLC) participants are required to view the online orientation video and submit the STAR Events *Online Orientation Form* by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
6. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	<i>Portfolio</i> and Oral Presentation	Table—Yes Electrical Access—No Wall Space—No Supplies—No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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



## TEACH OR TRAIN COMPETITION PROCEDURES & TIME REQUIREMENTS

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Each participant will submit a <i>portfolio</i> ( <i>hardcopy</i> 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 <i>portfolio</i> ( <i>hardcopy</i> or electronic) during the participants set up time. The participant must make the <i>electronic portfolio</i> accessible to evaluators.		
10 minutes	The presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 3 minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, may be used during the entire presentation.		
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participant(s).		
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.		
Total Time: 30 Minutes			

## TEACH OR TRAIN SPECIFICATIONS

PORTFOLIO FORMAT (CHOOSE ONE)	
<b>Hardcopy Portfolio</b>	The <i>portfolio</i> is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official <a href="#">FCCLA STAR Events binder</a> obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the <i>content divider pages</i> , must fit within the cover, be one-sided and may not exceed 44 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a <i>hardcopy portfolio</i> has been turned in to evaluators, participants may not switch to an <i>electronic portfolio</i> .
<b>Electronic Portfolio</b>	An <i>electronic portfolio</i> 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 <i>electronic portfolio</i> 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 <i>technology</i> used to show the evaluators the project. Once an <i>electronic portfolio</i> is turned in to the evaluators, participants may not switch to a <i>hardcopy portfolio</i> . <i>Portfolio</i> may not exceed 57 slides, as described below.

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>1– 8 ½" x 11" page or 1 slide</b>	<b>Project Identification Page</b>	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page or 1 slide, but cannot be larger.	
<b>1– 8 ½" x 11" page or 1 slide</b>	<b>Table of Contents</b>	List the parts of the <i>portfolio</i> in the order in which the parts appear.	
<b>1– 8 ½" x 11" page or 2 slides</b>	<b>FCCLA Planning Process Summary Page</b>	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.	
<b>1– 8 ½" x 11" page or 1 slide</b>	<b>Evidence of Online Summary Form Submission</b>	Complete the <i>Online Project Summary Form</i> located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
<b>0–7 Content Divider/section pages or slides</b>	<b>Content Divider Pages or sections</b>	Use 0 to 7 <i>Content Divider/section</i> pages or slides. <i>Content Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations and/or page numbers. They must not include any other <i>content</i> .	



## TEACH OR TRAIN SPECIFICATIONS (CONTINUED)

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
Lesson/Workshop	Create 1 lesson or workshop plan	Create 2 related lesson or workshop plans. The second lesson/workshop must build upon the presented information and skills learned in the first lesson/workshop.	Create 3 related lesson or workshop plans. The second and third lessons/workshops must build upon the presented information and skills learned in the first lesson/workshop.

SPECIFICATIONS		LEVEL 1	LEVEL 2	LEVELS 3 & 4
Up to 34 8 ½" x 11" pages or 44 slides	Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.		
	Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits and learning styles. Refer to the Career Exploration and Self-Assessment Summary Page instruction sheet.		
	Lesson/Workshop Plan: Planning	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.		
	Lesson/Workshop Plan: Organization	List all materials needed and describe the instructional strategies used to implement the lesson.		
	Lesson/Workshop Plan: Activities	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.		
	Lesson/Workshop Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.		
	Lesson/Workshop Plan: Other Resources	Develop <i>resources</i> needed to implement the lesson (handouts, etc.) and include them in <i>portfolio</i> as applicable.		
	Lesson/Workshop Plan: Sources and Notes	Include specific citations for materials used in lesson and any additional notes, as needed.		
	Evidence of Prior Presentation	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. indicate the lesson or workshop was presented and the outcomes, including improvement methods. Minimum of one presentation required.		
	Evidence of Technology Used	Explain and provide evidence of how <i>technology</i> enhanced the lesson or workshop planning and execution.		
	Works Cited/Bibliography	Use MLA or APA formatting when citing sources. All sources must be <i>reliable</i> and current.		
	Portfolio Appearance	<i>Portfolio</i> must be neat, legible and <i>professional</i> and use correct grammar and spelling.		

## TEACH OR TRAIN

### SPECIFICATIONS (CONTINUED)

SHADOWING EXPERIENCE	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Best Practices Educator Shadowing</b>		<p>Document experience of shadowing and interviewing an educator who is competent and <i>professionally</i> excellent in selected career field. This can include in-person or virtual experiences.</p> <p>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 organization personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the <i>portfolio content pages</i>.</p>	

PRESENTATION FORMAT	
<b>Oral Presentation</b>	<p>The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation must explain the specifics of the project. The presentation may not be prerecorded. If audio or <i>audiovisual equipment</i> is used, it is limited to 3–minutes playing time during the presentation. <i>Presentation equipment</i>, with no audio, may be used throughout the oral presentation. Participants may use any combination of <i>props</i>, materials, supplies and/or equipment to demonstrate how to carry out the project.</p>

SPECIFICATIONS	LEVEL 1	LEVEL 2	LEVELS 3 & 4
<b>Organization/Delivery</b>	Deliver an organized, sequential oral presentation; concisely and thoroughly summarize research.		
<b>Knowledge of Teaching or Training</b>	Demonstrate thorough research and knowledge of teaching or training.		
<b>Relationship to Family and Consumer Sciences Coursework and/or Related Careers</b>	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which FCCLA National Program(s) could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework and standards to project. Explain which FCCLA National Program(s) could be used during project implementation. Identify career pathway.
<b>Use of Portfolio and Visuals</b>	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate or complement presentation.		
<b>Voice</b>	Speak clearly with appropriate pitch, tempo and volume.		
<b>Body Language</b>	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.		
<b>Grammar/Word Usage/Pronunciation</b>	Use proper grammar, word usage and pronunciation.		
<b>Responses to Evaluators' Questions</b>	Provide clear and concise answers to evaluators' questions regarding project.		

## TEACH OR TRAIN

### Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > “STAR Events Resources”.*

- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)
- [Career Exploration and Self-Assessment Summary Page Instructions](#)
- [Shadowing Reflection Summary Instructions](#)
- [Teach or Train Lesson Plan Template](#)

### National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is **only** for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## TEACH OR TRAIN

### STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)  0 No                      1 Yes		
<b>Event Online Orientation Form</b> 0 or 1 points	0 Online Orientation Form not completed in the Student Portal by deadline	1 Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	0 Binder is not the official FCCLA binder  0 Electronic Portfolio not in viewable format to the evaluators	1 Binder is the official FCCLA binder  1 Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	0 Portfolio exceeds the page limit	1 At least 2 errors 2 1 error 3 no errors Portfolio is completed correctly and does not exceed 44 single-sided pages or 57 slides, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 7 Content Divider Pages or slides • Up to 34 content pages or 46 content slides	
<b>Punctuality</b> 0 or 1 point	0 Participant was late for presentation	1 Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	0 Event dress code was not followed	1 Event dress code was followed	
<b>EVALUATORS' SCORES</b>			<b>ROOM CONSULTANT TOTAL</b>
Evaluator 1: _____	Initials: _____		(8 Points Possible)
Evaluator 2: _____	Initials: _____		<b>AVERAGE EVALUATOR SCORE</b>
Evaluator 3: _____	Initials: _____		(92 Points Possible)
Total Score: _____	Divided by # of Evaluators = <b>AVERAGE EVALUATOR SCORE</b> Rounded only to the nearest hundredth (i.e., 79.99 not 80.00)	<b>FINAL SCORE</b> (Average Evaluator Score plus Room Consultant Score)	

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

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

## TEACH OR TRAIN LEVEL 1 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Career Exploration</b> 0–5 points	<b>0</b> No evidence of career research	<b>1 2</b> Career research poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Career research loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Career research detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Career research well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Self-Assessment</b> 0–5 points	<b>0</b> No evidence of self-assessment	<b>1 2</b> Self-assessment poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Self-assessment well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Lesson/Workshop Plan: Planning</b> 0–6 points	<b>0</b> Not evident	<b>1 2</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>3 4</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>5</b> Lesson Plan meets all Planning criteria. (See specifications)	<b>6</b> Lesson Plan clearly meets all Planning criteria. (See specifications)	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Materials and strategies for lesson implementation poorly detailed	<b>3</b> Materials and strategies for lesson implementation generally detailed	<b>4</b> Materials and strategies for lesson implementation detailed	<b>5</b> Materials and strategies for lesson implementation well detailed	
<b>Lesson/Workshop Plan: Activities</b> 0–7 points	<b>0</b> No activities included	<b>1 2</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>3 4</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>5 6</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>7</b> 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	
<b>Lesson/Workshop Plan: Assessment</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>3</b> Assessment method(s) generally evident. Plan for improvement loosely detailed	<b>4</b> Assessment method(s) evident. Plan for improvement detailed	<b>5</b> Assessment method(s) clearly evident. Plan for improvement well detailed	
<b>Lesson/Workshop Plan: Other Resources</b> 0–5 points	<b>0</b> No resources developed	<b>1 2</b> Resources for lesson plan poorly developed or not included	<b>3</b> Resources for lesson plan generally developed and included	<b>4</b> Resources for lesson plan developed and included	<b>5</b> Resources for lesson plan well developed and included	
<b>Evidence of Prior Presentation</b> 0–5 points	<b>0</b> No documented evidence of prior presentation	<b>1 2</b> Evidence of prior presentation documented. Outcomes and improvement methods poorly detailed	<b>3</b> Evidence of prior presentation documented. Outcomes and improvement methods loosely detailed	<b>4</b> Evidence of prior presentation documented. Outcomes and improvement methods detailed	<b>5</b> Evidence of prior presentation well documented. Outcomes and improvement methods well detailed	
<b>Evidence of Technology Used</b> 0–3 points	<b>0</b> Role of technology not evident	<b>1</b> Role of technology included	<b>2</b> Role of technology included	<b>3</b> Role of technology well detailed		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

## TEACH OR TRAIN LEVEL 1 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Teaching or Training</b> 0–3 points	<b>0</b> Knowledge of teaching or training is not evident	<b>1</b> Knowledge of teaching or training is limited	<b>2</b> Knowledge of teaching or training is evident and used in the presentation	<b>3</b> Knowledge of teaching or training is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project	<b>1</b> Limited evidence of relationship between FCS coursework and project	<b>2</b> Evidence of relationship between FCS coursework and project	<b>3</b> Detailed evidence of relationship between FCS coursework and project		
<b>Use of Portfolio and visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>2</b> Portfolio incorporated throughout presentation	<b>3</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

<b>Evaluator's Comments—Include two things done well and two opportunities for improvement:</b>	<b>TOTAL</b> <b>(92 Points Possible)</b>	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## TEACH OR TRAIN LEVEL 2 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Career Exploration</b> 0–5 points	<b>0</b> No evidence of career research	<b>1 2</b> Career research poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Career research loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Career research detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Career research well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Self-Assessment</b> 0–5 points	<b>0</b> No evidence of self-assessment	<b>1 2</b> Self-assessment poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Self-assessment well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Lesson/Workshop Plan: Planning</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Planning portion of Lesson Plans unclear or does not meet criteria. (See specifications)	<b>3</b> Lesson Plans generally meets all Planning criteria. (See specifications)	<b>4</b> Lesson Plans meets all Planning criteria. (See specifications)	<b>5</b> Lesson Plans clearly meets all Planning criteria. (See specifications)	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Materials and strategies for lessons implementation poorly detailed	<b>3</b> Materials and strategies for lessons implementation generally detailed	<b>4</b> Materials and strategies for lessons implementation detailed	<b>5</b> Materials and strategies for lessons implementation well detailed	
<b>Lesson/Workshop Plan: Activities</b> 0–5 points	<b>0</b> No activities included	<b>1 2</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> 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	
<b>Lesson/Workshop Plan: Assessment</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>3</b> Assessment method(s) generally evident. Plan for improvement loosely detailed	<b>4</b> Assessment method(s) evident. Plan for improvement detailed	<b>5</b> Assessment method(s) clearly evident. Plan for improvement well detailed	
<b>Lesson/Workshop Plan: Other Resources</b> 0–5 points	<b>0</b> No resources developed	<b>1 2</b> Resources for lesson plans poorly developed or not included	<b>3</b> Resources for lesson plans generally developed and included	<b>4</b> Resources for lesson plans developed and included	<b>5</b> Resources for lesson plans well developed and included	
<b>Evidence of Prior Presentation</b> 0–4 points	<b>0</b> No documented evidence of prior presentations	<b>1 2</b> Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	<b>2</b> Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed	<b>3</b> Evidence of prior presentations documented. Outcomes and improvement methods detailed	<b>4</b> Evidence of prior presentations well documented. Outcomes and improvement methods well detailed	
<b>Evidence of Technology Used</b> 0–3 points	<b>0</b> Role of technology not evident	<b>1</b> Role of technology poorly detailed	<b>2</b> Role of technology included	<b>3</b> Role of technology well detailed		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

## TEACH OR TRAIN LEVEL 2 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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SHADOWING EXPERIENCE						POINTS
<b>Best Practices Educator Shadowing</b> 0–4 points	<b>0</b> No documented shadowing experience	<b>1</b> Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	<b>2</b> Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	<b>3</b> Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	<b>4</b> Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Teaching or Training</b> 0–3 points	<b>0</b> Knowledge of teaching or training is not evident	<b>1</b> Knowledge of teaching or training is limited	<b>2</b> Knowledge of teaching or training is evident and used in the presentation	<b>3</b> Knowledge of teaching or training is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework and project. National Program not identified	<b>1</b> Limited evidence of relationship between FCS coursework and project. National Program not identified	<b>2</b> Evidence of relationship between FCS coursework and project. National Program identified	<b>3</b> Detailed evidence of relationship between FCS coursework and project. National Program identified and explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>2</b> Portfolio incorporated throughout presentation	<b>3</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice–pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:					<b>TOTAL</b> <b>(92 Points Possible)</b>	
					Evaluator #: _____	
					Evaluator Initials: _____	
					RC Initials: _____	



## TEACH OR TRAIN LEVELS 3 & 4 RUBRIC

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Career Exploration</b> 0–5 points	<b>0</b> No evidence of career research	<b>1 2</b> Career research poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Career research loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Career research detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Career research well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Self-Assessment</b> 0–5 points	<b>0</b> No evidence of self-assessment	<b>1 2</b> Self-assessment poorly detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>3</b> Self-assessment loosely detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>4</b> Self-assessment detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	<b>5</b> Self-assessment well detailed using the Career Exploration and Self-Assessment Summary Page instruction sheet. (See specifications)	
<b>Lesson/Workshop Plan: Planning</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Planning portion of Lesson Plans unclear or does not meet criteria. (See specifications)	<b>3</b> Lesson Plans generally meets all Planning criteria. (See specifications)	<b>4</b> Lesson Plans meets all Planning criteria. (See specifications)	<b>5</b> Lesson Plans clearly meets all Planning criteria. (See specifications)	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Materials and strategies for lessons implementation poorly detailed	<b>3</b> Materials and strategies for lessons implementation generally detailed	<b>4</b> Materials and strategies for lessons implementation detailed	<b>5</b> Materials and strategies for lessons implementation well detailed	
<b>Lesson/Workshop Plan: Activities</b> 0–5 points	<b>0</b> No activities included	<b>1 2</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> 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	
<b>Lesson/Workshop Plan: Assessment</b> 0–5 points	<b>0</b> Not included	<b>1 2</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>3</b> Assessment method(s) generally evident. Plan for improvement loosely detailed	<b>4</b> Assessment method(s) evident. Plan for improvement detailed	<b>5</b> Assessment method(s) clearly evident. Plan for improvement well detailed	
<b>Lesson/Workshop Plan: Other Resources</b> 0–5 points	<b>0</b> No resources developed	<b>1 2</b> Resources for lesson plans poorly developed or not included	<b>3</b> Resources for lesson plans generally developed and included	<b>4</b> Resources for lesson plans developed and included	<b>5</b> Resources for lesson plans well developed and included	
<b>Evidence of Prior Presentation</b> 0–4 points	<b>0</b> No documented evidence of prior presentations	<b>1</b> Evidence of prior presentations documented. Outcomes and improvement methods poorly detailed	<b>2</b> Evidence of prior presentations documented. Outcomes and improvement methods loosely detailed	<b>3</b> Evidence of prior presentations documented. Outcomes and improvement methods detailed	<b>4</b> Evidence of prior presentations well documented. Outcomes and improvement methods well detailed	
<b>Evidence of Technology Used</b> 0–3 points	<b>0</b> Role of technology not evident	<b>1</b> Role of technology poorly detailed	<b>2</b> Role of technology included	<b>3</b> Role of technology well detailed		
<b>Works Cited/Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		

## TEACH OR TRAIN LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Portfolio Appearance</b> 0–3 points	<b>0</b> Portfolio is disorganized and illegible	<b>1</b> Portfolio is disorganized, illegible and contains few grammar or spelling errors	<b>2</b> Portfolio is organized, neat, legible and professional, with correct grammar and spelling	<b>3</b> Portfolio is effectively organized, neat, legible and professional with correct grammar and spelling		
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SHADOWING EXPERIENCE						POINTS
<b>Best Practices Educator Shadowing</b> 0–4 points	<b>0</b> No documented shadowing experience	<b>1</b> Shadowing experience with a best practices educator poorly documented. Effect of experience on future career plans unclear	<b>2</b> Shadowing experience with a best practices educator loosely documented. Effect of experience on future career plans generally evident	<b>3</b> Shadowing experience with a best practices educator documented. Effect of experience on future career plans evident	<b>4</b> Shadowing experience with a best practices educator documented extensively. Effect of experience on future career plans clearly evident	

ORAL PRESENTATION						POINTS
<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Teaching or Training</b> 0–3 points	<b>0</b> Knowledge of teaching or training is not evident	<b>1</b> Knowledge of teaching or training is limited	<b>2</b> Knowledge of teaching or training is evident and used in the presentation	<b>3</b> Knowledge of teaching or training is clearly evident and used effectively in the presentation		
<b>Relationship of Family and Consumer Sciences Coursework/Standards</b> 0–3 points	<b>0</b> No evidence of relationship between FCS coursework, standards and project. Neither National Program nor career pathway identified	<b>1</b> Limited evidence of relationship between FCS coursework, standards and project. Either National Program or career pathway not identified	<b>2</b> Evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified	<b>3</b> Detailed evidence of relationship between FCS coursework, standards and project. National Program and career pathway identified. All components explained well		
<b>Use of Portfolio and visuals During Presentation</b> 0–3 points	<b>0</b> Portfolio not used during presentation	<b>1</b> Portfolio used minimally during presentation OR was used to limited amount of speaking time	<b>2</b> Portfolio incorporated throughout presentation	<b>3</b> Presentation moves seamlessly between oral presentation and portfolio		
<b>Voice—pitch, tempo, volume</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments—Include two things done well and two opportunities for improvement:	<b>TOTAL</b> (92 Points Possible)	
	Evaluator #: _____	
	Evaluator Initials: _____	
	RC Initials: _____	

## TEACHING STRATEGIES

**Piloting 2023-2024 Only Offered in Selected States**

**(Arizona, Georgia, Indiana, Michigan, Oklahoma)**

### TEACHING STRATEGIES

An individual event recognizing participant(s) who exhibit knowledge, expertise and competency in incorporating research-based teaching strategies into an original Lesson Plan Activity for any grade level and content area. Participant(s) must prepare a portfolio and a resource container to justify their teaching strategy selections through an in-person role-play where the participant acts as the teacher and the evaluator acts as the student.

### ELIGIBILITY & GENERAL INFORMATION

15. Review “Eligibility and General Rules for All Levels of Competition” on page 8 prior to event planning and preparation.
16. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
17. 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.
18. National Leadership Conference participants are required to view the online orientation video and submit the STAR Events Online Orientation Form by the deadline. The video and form will be on the FCCLA Student Portal and can be found under Surveys Applications. Only one form per entry is required. **Contact your [State Adviser](#) for orientation procedures for competitions held prior to the National Leadership Conference (NLC).**
19. Participants who do not follow the event guidelines or the definition of the event, their project will not be considered for evaluation. However, the participant can still participate in the competition by giving an oral presentation and will only be evaluated based on that presentation.

**[CLICK HERE TO VIEW NATIONAL DEADLINES](#)**

### CAREER PATHWAYS ALIGNMENT

Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		■	

### EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
	■	■	■

\*See page 7 for more information on event levels.

### GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Teaching Strategy Summary, Lesson Plan(s), Project Components, Resource Container and Oral Presentation	Table – Yes Electrical Access – No Wall Space – No Supplies – No Wi-Fi – No	FCCLA Official Dress

### PRESENTATION ELEMENTS ALLOWED

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

## TEACHING STRATEGIES PROCEDURES & TIME REQUIREMENTS

TIME	LEVEL 2	LEVELS 3 & 4
Each participant will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.		
Room Consultant will check the resource container for the Lesson Plan Activity.		
5 minutes	Participants will have 5 minutes to set up their presentation. Other persons may not assist.	
20 minutes	The presentation may be up to 20 minutes in length. A 1-minute warning will be given at 19 minutes. The participant will be stopped at 20 minutes. The oral presentation is a time for the participant(s), in the role of the teacher, to present one activity from the prepared lesson plan to the evaluators, in the role of the students. The presentation is intended to be a role-play, rather than a traditional presentation. Evaluators are able to interact and engage with the participant and are allowed to take items from the participant including technology, handouts, etc.	
5 minutes	Following the presentation, evaluators will have 5 minutes to interview the participant and review the project.	
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.	
Total Time: 35 Minutes		

## TEACHING STRATEGIES SPECIFICATIONS

PORTFOLIO FORMAT	
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 <a href="#">FCCLA STAR Events binder</a> 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.

SPECIFICATIONS		LEVEL 2	LEVELS 3 & 4
1– 8 ½" x 11" page or 1 slide	Project Identification Page	Must include participant's name(s), chapter name, school, city, state, event name, level, and project title. Page can be up to 1 - 8 ½" x 11" page, but cannot be larger.	
1– 8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the portfolio in the order in which the parts appear.	
1– 8 ½" x 11" page or 2 slides	FCCLA Planning Process Summary Page	Summarize how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation.	
1– 8 ½" x 11" page or 1 slide	Evidence of Online Summary Form Submission	Complete the Online Project Summary Form located on the "Surveys Applications" tab of the FCCLA Student Portal and include signed proof of submission in the <i>portfolio</i> .	
0–4 Content Divider/section pages or slides	Content Divider Pages or sections	Use 0 to 4 Content Divider/section pages or slides. Content Divider/section pages may be tabbed, may contain a title, a section name, graphic elements, thematic decorations and/or page numbers. They must not include any other content.	

## TEACHING STRATEGIES SPECIFICATIONS (CONTINUED)

Up to 37 8 ½" x 11" pages or 48 slides	<b>Lesson Plan</b>	Use the template provided to develop an original lesson plan incorporating 2 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted.	Use the template provided to develop an original lesson plan incorporating 3 of the teaching strategies on the provided Strategies Selection Chart. Lesson plan can be designed for any grade level and content area. Additional pages for materials (handouts, PowerPoints, etc.) are permitted.
	<b>Lesson Plan: Planning</b>	Indicate the topic, grade level, timeframe, learning objectives and state/national standards.	
	<b>Lesson Plan: Organization</b>	List all materials needed and describe the instructional strategies used to implement the lesson.	
	<b>Lesson Plan: Activities</b>	Choose up to 3 activities to implement the lesson. Describe each activity; include activity timeframe and materials needed.	
	<b>Lesson Plan: Assessment</b>	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.	
	<b>Lesson Plan: Other Resources</b>	Develop resources needed to implement the lesson (handouts, etc.) and include them in resource container as applicable. Technology can be used as other resources and evaluators can interact with any technology presented.	
	<b>Lesson Plan: Sources and Notes</b>	Include specific citations for materials used in lesson and any additional notes, as needed.	
	<b>Teaching Strategies Summary</b>	Develop a research-based summary outlining the effectiveness of both of the selected teaching strategies and how to implement them in the classroom. Summary should not exceed 2 pages or 4 slides.	Develop a research-based summary outlining the effectiveness of 3 of the 3 selected teaching strategies and how to implement them in the classroom. Summary should not exceed 3 pages or 6 slides.
	<b>Works Cited/ Bibliography</b>	Use MLA or APA formatting when citing sources. All sources should be reliable and current.	

### PRESENTATION FORMAT

<b>Lesson Plan Activity and Presentation</b>	Participants will deliver a Lesson Plan Activity, which may not exceed 20 minutes in length, to evaluators. The Lesson Plan Activity should highlight the selected research-based teaching strategies encouraging learning as the central focus of the lesson plan. The presentation may not be prerecorded. Only the materials and supplies in the participant's resource container may be used to complete the Lesson Plan Activity. Presentation Equipment is allowed for Lesson Plan Activity Presentation. Visuals are limited to the contents of the resource container and any software needed for the Lesson Plan Activity Presentation.
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### SPECIFICATIONS

#### LEVEL 2

#### LEVELS 3 & 4

<b>Introduction</b>	Express directions, instructions and objectives with clarity.	
<b>Lesson Plan Activity</b>	Present 1 Lesson Plan Activity highlighting the 2 selected researched-based teaching strategies.	Present 1 Lesson Plan Activity highlighting 4 of the 4 selected researched-based teaching strategies.
<b>Knowledge of Teaching Strategy</b>	Demonstrate knowledge of the 2 selected researched-based teaching strategies.	Demonstrate knowledge of the 4 selected researched-based teaching strategies.
<b>Application of Teaching Strategy</b>	Demonstrate effective application of the 2 selected researched-based teaching strategies.	Demonstrate effective application of 4 of the 4 selected researched-based teaching strategies.
<b>Use of Resource Materials &amp; Supplies</b>	Detail use of creativity, safety and variety while completing Lesson Plan Activity.	
<b>Wrap-up</b>	Reinforce lesson objective with appropriate summary.	

## TEACHING STRATEGIES SPECIFICATIONS (CONTINUED)

PRESENTATION FORMAT	
Presentation Skills	The Lesson Plan Activity may be up to 20 minutes in length. Participants must present the Lesson Plan Activity to evaluators as a demonstration rather than an explanation.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
Organization/Delivery	Deliver lesson plan in an organized, sequential manner; concisely and thoroughly present condensed activity in accordance with time requirements.	
Voice	Speak clearly with appropriate pitch, tempo and volume.	
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.	
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.	

PRESENTATION FORMAT	
Resource Container	The resource container is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17 ½" wide x 14 ½" deep x 11 ½" high. A decorative and/or informative cover may be included. Participants may determine the specific materials and necessary quantities used for Lesson Plan Activity. Types and quantities of materials are limited only by the size of the container. Participant may access Internet resources during planning time, but internet will not be provided.

SPECIFICATIONS	LEVEL 2	LEVELS 3 & 4
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.	

# TEACHING STRATEGIES

## Resources

*A copy of the following resources may also be accessed in the FCCLA Adviser/Student Portal under “Resources” > “Competitive Events” > STAR Events Resources.*

- [Lesson Plan Template](#)
- [FCCLA Planning Process](#)
- [Work Cited Citation Guide](#)

## National Leadership Conference Resources

- [Confirm STAR Events Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done by Chapter Advisers. Members should check with their Chapter Adviser to verify this step has been completed.
- [Online Orientation Instructions](#)
  - **Note:** This is only for National Leadership Conference Participants and can only be done in the Student Portal. This form and video will be released by May 1. Please check with your State Adviser for District/Regional/State Orientation requirements.

## TEACHING STRATEGIES STAR EVENTS POINT SUMMARY FORM

Participant Name: \_\_\_\_\_

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. Confirm STAR Competition(s) is mandatory solely for participation at the National Leadership Conference. States have the authority to decide whether this requirement applies to picking up the registration packet and confirming the event/schedule accuracy OR attending a state-specific orientation.
4. 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.
5. 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.
6. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
<b>Confirm STAR Competition(s)</b> 0 or 1 points	Confirmed STAR Competition(s) schedule in the FCCLA Adviser Portal by deadline (National Leadership Conference Only)		
	<b>0</b> No	<b>1</b> Yes	
<b>Event Online Orientation Form</b> 0 or 1 points	<b>0</b> Online Orientation Form not completed in the Student Portal by deadline	<b>1</b> Online Orientation Form completed in the Student Portal by deadline	
<b>Hardcopy Portfolio</b> 0 or 1 point <b>OR</b> <b>Electronic Portfolio</b> 0 or 1 point	<b>0</b> Binder is not the official FCCLA binder <b>0</b> Electronic Portfolio not in viewable format to the evaluators	<b>1</b> Binder is the official FCCLA binder <b>1</b> Electronic Portfolio in viewable format to the evaluators	
<b>Portfolio Pages</b> 0–3 points	<b>0</b> Portfolio exceeds the page limit	<b>1</b> <b>2</b> <b>3</b> <b>2 or more errors</b> <b>1 error</b> <b>no errors</b> Portfolio is completed correctly and does not exceed 45 single-sided pages or 53 slides, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Form submission proof • Up to 4 Content Divider Pages or slides • Up to 37 content pages or 48 content slides (Additional pages for materials (handouts, PowerPoints, etc.) is permitted.)	
<b>Punctuality</b> 0 or 1 point	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	
<b>Dress Code</b> 0 or 1 point	<b>0</b> Event dress code was not followed	<b>1</b> Event dress code was followed	

### EVALUATORS' SCORES

Evaluator 1: \_\_\_\_\_  
 Evaluator 2: \_\_\_\_\_  
 Evaluator 3: \_\_\_\_\_  
 Total Score: \_\_\_\_\_

Initials: \_\_\_\_\_  
 Initials: \_\_\_\_\_  
 Initials: \_\_\_\_\_

*Divided by # of Evaluators*

**= AVERAGE EVALUATOR SCORE**

*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 & RATING** (please initial)

### ROOM CONSULTANT TOTAL

(8 points possible)

### AVERAGE EVALUATOR SCORE

(92 points possible)

### FINAL SCORE

(Average Evaluator Score plus Room Consultant Score)

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



## TEACHING STRATEGIES LEVEL 2 RUBRIC

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Lesson Plan</b> 0–5 points	<b>0</b> Lesson plan with teaching strategies not included	<b>1 2</b> Original lesson plan uses the provided worksheet but incorporates less than 2 researched-based teaching strategies	<b>3</b> Original lesson plan uses the provided worksheet to generally incorporate 2 researched-based teaching strategies	<b>4</b> Original lesson plan uses the provided worksheet to incorporate 2 researched-based teaching strategies	<b>5</b> Original lesson plan uses the provided worksheet, clearly incorporates 2 researched-based teaching strategies	
<b>Lesson Plan: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)		
<b>Lesson Plan: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed		
<b>Lesson Plan: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1–3 activities selected support lesson plan and are detailed	<b>3</b> 1–3 activities selected clearly support lesson plan and are well detailed		
<b>Lesson Plan: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed		
<b>Lesson Plan: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in resource container	<b>2</b> Resources for lesson plan generally developed and included in resource container	<b>3</b> Resources for lesson plan well developed and included in resource container		
<b>Lesson Plan: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed		
<b>Teaching Strategies Summary</b> 0–5 points	<b>0</b> No summary included	<b>1 2</b> Summary includes less than 2 of the 2 research-based teaching strategies or classroom implementation strategies unclear. Exceeds 2 pages	<b>3</b> Summary generally outlines the effectiveness for 2 of the 2 research-based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	<b>4</b> Summary outlines the effectiveness for 2 of the 2 research-based teaching strategies and includes classroom implementation strategies. Does not exceed 2 pages	<b>5</b> Summary clearly outlines the effectiveness for 2 of the 2 research-based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 2 pages	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
LESSON PLAN ACTIVITY AND PRESENTATION						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No explanation	<b>1 2</b> Directions, instructions and objectives unclear	<b>3</b> Directions, instructions and objectives mostly explained	<b>4</b> Directions, instructions and objectives explained	<b>5</b> Directions, instructions and objectives clearly explained	

## TEACHING STRATEGIES LEVEL 2 RUBRIC (CONTINUED)

<b>Lesson Plan Activity</b> 0–5 points	<b>0</b> No lesson plan or teaching strategies included	<b>1 2</b> Lesson plan incomplete or less than 2 of the 2 research-based teaching strategies presented	<b>3</b> 1 lesson plan presented, may be incomplete. 2 of the 2 selected research-based teaching strategies generally detailed	<b>4</b> 1 complete lesson plan presented. 2 of the 2 selected research-based teaching strategies detailed	<b>5</b> 1 complete lesson plan presented. 2 of the 2 selected research-based teaching strategies well detailed	
<b>Knowledge of Teaching Strategy</b> 0–5 points	<b>0</b> No teaching strategies included	<b>1 2</b> Demonstrated knowledge unclear or less than 2 of the 2 researched-based teaching strategies included	<b>3</b> Demonstrated knowledge for 2 of the 2 selected researched-based teaching strategies generally evident	<b>4</b> Demonstrated knowledge for 2 of the 2 selected researched-based teaching strategies evident	<b>5</b> Demonstrated knowledge for 2 of the 2 selected researched-based teaching strategies clearly evident	
<b>Application of Teaching Strategy</b> 0–5 points	<b>0</b> No teaching strategies included	<b>1 2</b> Demonstrated application unclear or less than 2 of the 2 researched-based teaching strategies included	<b>3</b> Demonstrated application for 2 of the 2 selected researched-based teaching strategies generally evident	<b>4</b> Demonstrated application for 2 of the 2 selected researched-based teaching strategies evident	<b>5</b> Demonstrated application for 2 of the 2 selected researched-based teaching strategies clearly evident	
<b>Use of Resource Materials &amp; Supplies</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Creativity, safety and variety while completing activity plan unclear	<b>3</b> Creativity, safety and variety while completing activity plan generally evident	<b>4</b> Creativity, safety and variety while completing activity plan evident	<b>5</b> Creativity, safety and variety while completing activity plan clearly evident	
<b>Wrap-up</b> 0–5 points	<b>0</b> Objectives not reinforced or summarized	<b>1 2</b> Objectives poorly reinforced or not summarized well	<b>3</b> Objectives generally reinforced and mostly summarized	<b>4</b> Objectives reinforced and summarized	<b>5</b> Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments – Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____

## TEACHING STRATEGIES STRATEGY SELECTION CHART LEVEL 2

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Each participant's demonstration must represent at least 2 of the 2 strategies listed below. At designated participation time, each participant will turn in 3 copies of this page with the 2 skills represented in the project checked. In the event that more than 2 skills are represented in a project, participants should check the 2 that best reflect the quality and difficulty of work accomplished. If participants check more than 2 skills, the first 2 on the list only will be evaluated.

Include in your presentation a minimum of 2 Teaching Strategies from those listed below:	SELECTED SKILL
Cooperative Learning	
Culturally Responsive Teaching	
Differentiation	
Exit Ticket	
Experiential Learning	
Flipped Classroom	
Game-Based Learning	
Group Work	
Growth Mindset	
Inquiry-Based Instruction	
Lesson Objective Transparency	
Modeling	
Play-Based Learning	
Pre/Post Assessments	
Prompting	
Reflection	
Role Play	
Scaffolding	
Socratic Seminar	
Student-Led Classroom	
Think-Pair-Share	

## TEACHING STRATEGIES LEVELS 3 & 4 RUBRIC

PORTFOLIO						POINTS
<b>FCCLA Planning Process Summary Page</b> 0–10 points	<b>0</b> Planning Process Summary not provided	<b>1 2 3</b> Planning Process steps are not clearly summarized or are inadequate	<b>4 5 6</b> All Planning Process steps are summarized	<b>7 8</b> Evidence that the Planning Process was utilized to plan project	<b>9 10</b> The Planning Process is used to plan the project. Each step is fully explained. No more than 1 page or 2 slides	
<b>Lesson Plan</b> 0–5 points	<b>0</b> Lesson plan with teaching strategies not included	<b>1 2</b> Original lesson plan uses the provided worksheet but incorporates less than 4 researched-based teaching strategies	<b>3</b> Original lesson plan uses the provided worksheet to generally incorporate 4 researched-based teaching strategies	<b>4</b> Original lesson plan uses the provided worksheet to incorporate 4 researched-based teaching strategies	<b>5</b> Original lesson plan uses the provided worksheet, clearly incorporates 3 researched-based teaching strategies	
<b>Lesson Plan: Planning</b> 0–3 points	<b>0</b> Not evident	<b>1</b> Planning portion of Lesson Plan unclear or does not meet criteria. (See specifications)	<b>2</b> Lesson Plan generally meets all Planning criteria. (See specifications)	<b>3</b> Lesson Plan clearly meets all Planning criteria. (See specifications)		
<b>Lesson Plan: Organization</b> 0–3 points	<b>0</b> Not included	<b>1</b> Materials and strategies for lesson implementation poorly detailed	<b>2</b> Materials and strategies for lesson implementation generally detailed	<b>3</b> Materials and strategies for lesson implementation well detailed		
<b>Lesson Plan: Activities</b> 0–3 points	<b>0</b> No activities prepared	<b>1</b> Selected activities do not support lesson plan or are poorly detailed	<b>2</b> 1–3 activities selected support lesson plan and are detailed	<b>3</b> 1–3 activities selected clearly support lesson plan and are well detailed		
<b>Lesson Plan: Assessment</b> 0–3 points	<b>0</b> Not included	<b>1</b> Assessment method(s) unclear or improvement plan poorly detailed	<b>2</b> Assessment method(s) generally evident. Plan for improvement detailed	<b>3</b> Assessment method(s) clearly evident. Plan for improvement well detailed		
<b>Lesson Plan: Other Resources</b> 0–3 points	<b>0</b> No resources developed	<b>1</b> Resources for lesson plan poorly developed or not included in resource container	<b>2</b> Resources for lesson plan generally developed and included in resource container	<b>3</b> Resources for lesson plan well developed and included in resource container		
<b>Lesson Plan: Sources, Notes &amp; Documentation</b> 0–3 points	<b>0</b> Not included	<b>1</b> Citation for specific lesson plan materials and notes poorly detailed	<b>2</b> Citation for specific lesson plan materials and notes generally detailed	<b>3</b> Citation for specific lesson plan materials and notes well detailed		
<b>Teaching Strategies Summary</b> 0–5 points	<b>0</b> No summary included	<b>1 2</b> Summary includes less than 3 of the 3 research-based teaching strategies or classroom implementation strategies unclear. Exceeds 3 pages	<b>3</b> Summary generally outlines the effectiveness for 3 of the 3 research-based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	<b>4</b> Summary outlines the effectiveness for 3 of the 3 research-based teaching strategies and includes classroom implementation strategies. Does not exceed 3 pages	<b>5</b> Summary clearly outlines the effectiveness for 3 of the 3 research-based teaching strategies and includes detailed classroom implementation strategies. Does not exceed 3 pages	
<b>Works Cited/ Bibliography</b> 0–3 points	<b>0</b> Not included	<b>1</b> Sources are incomplete, dated, unreliable and with many citation errors	<b>2</b> Sources are complete, current and reliable, but have citation errors (see citation guide)	<b>3</b> Sources are complete, current, reliable and in MLA/APA citation (see citation chart)		
LESSON PLAN ACTIVITY AND PRESENTATION						POINTS
<b>Introduction</b> 0–5 points	<b>0</b> No explanation	<b>1 2</b> Directions, instructions and objectives unclear	<b>3</b> Directions, instructions and objectives mostly explained	<b>4</b> Directions, instructions and objectives explained	<b>5</b> Directions, instructions and objectives clearly explained	

## TEACHING STRATEGIES LEVELS 3 & 4 RUBRIC (CONTINUED)

<b>Lesson Plan Activity</b> 0–5 points	<b>0</b> No lesson plan or teaching strategies included	<b>1 2</b> Lesson plan incomplete or less than 3 of the 3 research-based teaching strategies presented	<b>3</b> 1 lesson plan presented, may be incomplete. 3 of the 3 selected research-based teaching strategies generally detailed	<b>4</b> 1 complete lesson plan presented. 3 of the 3 selected research-based teaching strategies detailed	<b>5</b> 1 complete lesson plan presented. 3 of the 3 selected research-based teaching strategies well detailed	
<b>Knowledge of Teaching Strategy</b> 0–5 points	<b>0</b> No teaching strategies included	<b>1 2</b> Demonstrated knowledge unclear or less than 3 of the 3 researched-based teaching strategies included	<b>3</b> Demonstrated knowledge for 3 of the 3 selected researched-based teaching strategies generally evident	<b>4</b> Demonstrated knowledge for 3 of the 3 selected researched-based teaching strategies evident	<b>5</b> Demonstrated knowledge for 3 of the 3 selected researched-based teaching strategies clearly evident	
<b>Application of Teaching Strategy</b> 0–5 points	<b>0</b> No teaching strategies included	<b>1 2</b> Demonstrated application unclear or less than 3 of the 3 researched-based teaching strategies included	<b>3</b> Demonstrated application for 3 of the 3 selected researched-based teaching strategies generally evident	<b>4</b> Demonstrated application for 3 of the 3 selected researched-based teaching strategies evident	<b>5</b> Demonstrated application for 3 of the 3 selected researched-based teaching strategies clearly evident	
<b>Use of Resource Materials &amp; Supplies</b> 0–5 points	<b>0</b> Not evident	<b>1 2</b> Creativity, safety and variety while completing activity plan unclear	<b>3</b> Creativity, safety and variety while completing activity plan generally evident	<b>4</b> Creativity, safety and variety while completing activity plan evident	<b>5</b> Creativity, safety and variety while completing activity plan clearly evident	
<b>Wrap-up</b> 0–5 points	<b>0</b> Objectives not reinforced or summarized	<b>1 2</b> Objectives poorly reinforced or not summarized well	<b>3</b> Objectives generally reinforced and mostly summarized	<b>4</b> Objectives reinforced and summarized	<b>5</b> Objectives clearly reinforced and well summarized	

PRESENTATION SKILLS						POINTS
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not complete or presented briefly and does not cover components of the project	<b>1 2 3</b> The presentation covers some or all topic elements with limited information	<b>4 5 6</b> Presentation gives complete information but does not explain the project well	<b>7 8</b> Presentation covers information completely but does not flow well	<b>9 10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice</b> 0–3 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		
<b>Body Language</b> 0–2 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent	<b>2</b> Gestures, posture, mannerisms, and eye contact are appropriate			
<b>Grammar/Word Usage/Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0–3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions and/or given with hesitation and/or inaccurate	<b>2</b> Gave appropriate responses to evaluators' questions	<b>3</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments – Include two things done well and two opportunities for improvement:						<b>TOTAL</b> <b>(92 Points Possible)</b>
						Evaluator #: _____
						Evaluator Initials: _____ RC Initials: _____

## TEACHING STRATEGIES

### STRATEGY SELECTION CHART LEVELS 3 & 4

Participant Name: \_\_\_\_\_  
 Chapter: \_\_\_\_\_ State: \_\_\_\_\_ Team #: \_\_\_\_\_ Station #: \_\_\_\_\_ Level: \_\_\_\_\_

**INSTRUCTIONS:** Each participant's presentation must represent at least 3 of the skills listed below. At designated participation time, each participant will turn in 3 copies of this page with the 3 skills represented in the demonstration. In the event that more than 3 skills are represented in a project, participants should check the 3 that best reflect the quality and difficulty of work accomplished. If participants check more than 3 skills, the first 3 on the list only will be evaluated.

Include in your presentation a minimum of 3 Teaching Strategies from those listed below:		SELECTED SKILL
Cooperative Learning		
Culturally Responsive Teaching		
Differentiation		
Exit Ticket		
Experiential Learning		
Flipped Classroom		
Game-Based Learning		
Group Work		
Growth Mindset		
Inquiry-Based Instruction		
Lesson Objective Transparency		
Modeling		
Play-Based Learning		
Pre/Post Assessments		
Prompting		
Reflection		
Role Play		
Scaffolding		
Socratic Seminar		
Student-Led Classroom		
Think-Pair-Share		

## 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 must 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 Readiness Practices:** A set of skills, knowledge and behaviors developed by individuals to effectively navigate the job market, adapt to changing workplace dynamics and thrive in their chosen careers.

**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.

**Clearly Defined Presentation Surface** 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.

**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.

**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 must 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 at least 1 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 Adobe® PDF files, multimedia, blog entries and hyperlinks.

**Employment:** The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

**Fabric Care:** Method(s) of cleaning and making suitable for wear.

**Fabric Characteristics:** Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric and typical uses.

**Family:** At least two 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 must 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.

**Online Project Summary Form:** An online form found under the Surveys Applications tab of the FCCLA Student Portal that has participants outline their projects. Individuals and teams are required to complete this form prior to their first competition. Only one submission per entry (team) is required.

**Online Orientation Form:** An online form found under the Surveys Applications tab of the FCCLA Student Portal that has National Leadership Conference qualifiers watch an orientation video and input their membership ID as verification. Must be completed by the posted deadline to receive points on the Point Summary Form. Only one submission per entry (team) is required.

**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.

**Program of Work (POW):** A comprehensive plan that outlines the goals, activities, and timeline of a specific project or organization, serving as a roadmap for achieving desired outcomes and objectives.

**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 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 must be respected in the field and information found in the source must be able to be backed up by other sources or legitimate research.

**Resource Container:** The *resource container* is a sturdy container with a lid holding resource materials and supplies assembled by the participant to plan and present the learning activity.

**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

**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).

**Unedited Video:** A video recording that has not been altered or manipulated in any way except for basic trimming to remove unwanted footage. The video must be a continuous and uninterrupted recording of the performance or presentation without any cuts or splices

**Visuals:** Posters, charts, slides, presentation software, etc., which include *content*. *Visuals* must not replace required *content* within a *portfolio*.



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