Competitive Events Guide

2018-2019

COMPETITIVE EVENTS

FCCLA
Family, Career and Community Leaders of America
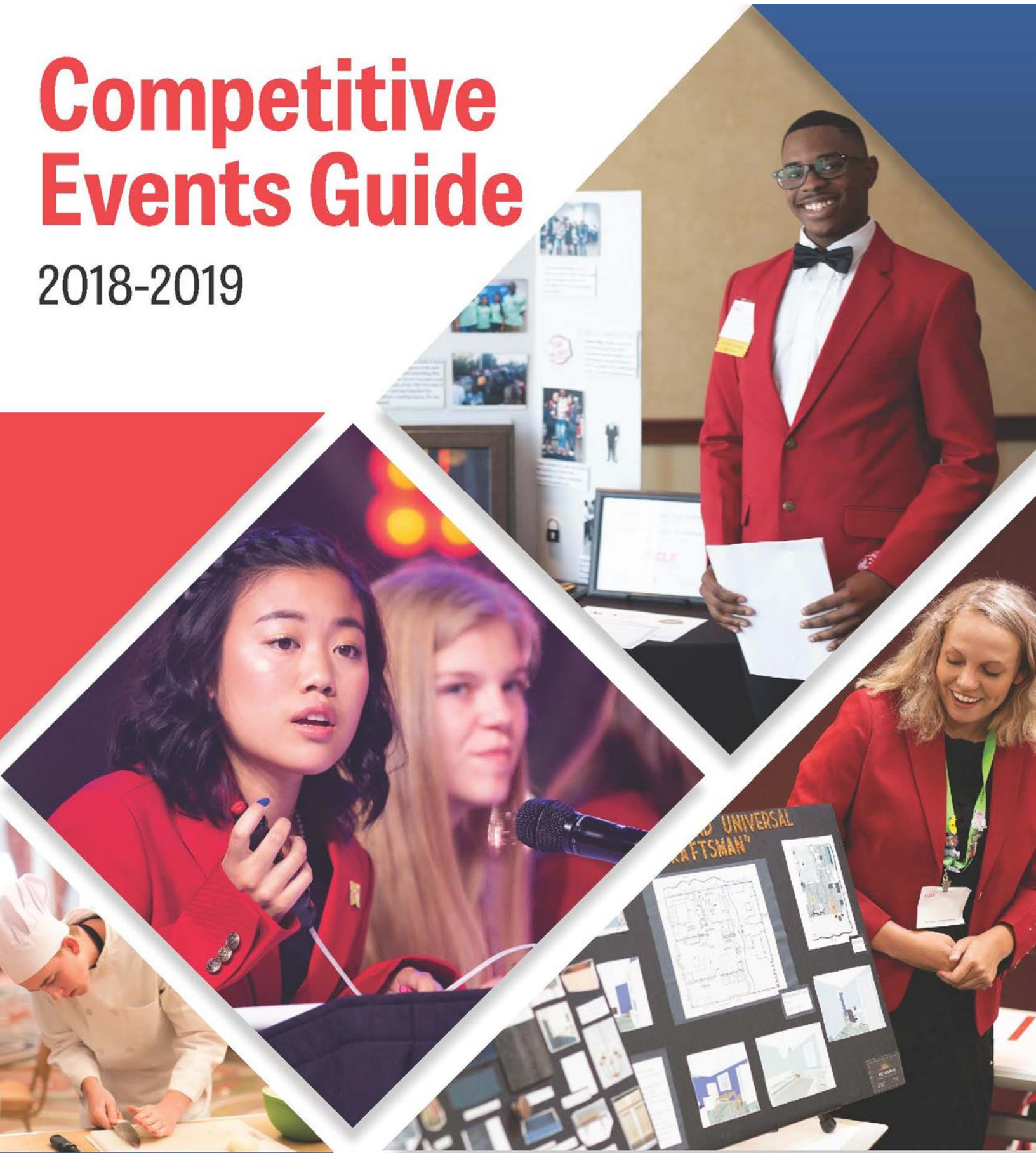
Contents

Introduction

To Competitive Events

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

FCCLA's competitive events offer the following annual activities:

- **FCCLA/LifeSmarts Knowledge Bowl** is a three-level, team competition that challenges students' knowledge of all aspects of Family and Consumer Sciences and FCCLA.

- The **Knowledge Matters FCCLA Virtual Business Challenge - Personal Finance** contest encourages members to test their skills in personal finance, using a competition version of the Virtual Business – Personal Finance classroom software.

- **Skill Demonstration Events** provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations. Competitions take place at National Cluster Meetings.

- **STAR Events (Students Taking Action with Recognition)** recognize members for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill development and application of learning through cooperative, individualized, and competitive activities.

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

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

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

Family, Career and Community Leaders of America®
1910 Association Drive | Reston, VA 20191-1584 www.fcclainc.org
competitiveevents@fcclainc.org
starevents@fcclainc.org

CAREER PATHWAYS THROUGH FCCLA

HOSPITALITY AND TOURISM

EDUCATION AND TRAINING

HUMAN SERVICES

VISUAL ARTS AND DESIGN

FCCLA.

Real World Skills Through FCS Education

HUMAN SERVICES

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

Possible careers include:

- Child, family, or school social worker
- Director of childcare facility
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor

- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist

HOSPITALITY AND TOURISM

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

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager

- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

EDUCATION AND TRAINING

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

Possible careers include:

- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker

- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

VISUAL ARTS AND DESIGN

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

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer

- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

REAL WORLD SKILLS

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

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

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

FCCLA Family, Career and Community Leaders of America
The Ultimate Leadership Experience

	SDE	STAR Event	Other	Education and Training	Hospitality and Tourism	Human Services	Visual Arts and Design	Real World Skills
FCCLA/LifeSmarts Knowledge Bowl	•		•		•	•		•
Knowledge Matters Virtual Business Challenge – Personal Finance			•			•		•
Challenge Events (Testing)	•			•	•	•	•	•
Culinary Food Art	•				•			•
Culinary Knife Skills	•				•			•
Fashion Sketch	•						•	•
FCCLA Creed Speaking & Interpretation	•					•	•	•
Impromptu Speaking	•					•	•	•
Interior Design Sketch	•						•	•
Interviewing Skills	•					•	•	•
Speak Out for FCCLA	•					•	•	•
#TeachFCS	•			•				•
Technology in Teaching	•			•				•
Toys that Teach	•							•
Advocacy		•		•		•	•	•
Applied Math for Culinary Management		•			•			•
Career Investigation		•		•	•	•		•
Chapter in Review Display		•			•	•	•	•
Chapter in Review Portfolio		•			•	•	•	•
Chapter Service Project Display		•		•	•	•	•	•
Chapter Service Project Portfolio		•		•	•	•	•	•
Culinary Arts		•			•			•
Digital Stories for Change		•		•	•	•	•	•
Early Childhood Education		•		•		•		•
Entrepreneurship		•		•	•	•	•	•
Environmental Ambassador		•		•	•	•		•
Fashion Construction		•					•	•
Fashion Design		•					•	•
FCCLA Chapter Website		•				•	•	•
Focus on Children		•		•	•			•
Food Innovations		•			•			•
Hospitality, Tourism, and Recreation		•			•		•	•
Illustrated Talk		•		•	•	•	•	•
Interior Design		•					•	•
Interpersonal Communications		•		•		•	•	•
Job Interview		•		•	•	•	•	•
Leadership		•						•
Life Event Planning		•				•		•
National Programs in Action		•		•	•	•	•	•
Nutrition and Wellness		•		•	•	•		•
Parliamentary Procedure		•		•		•		•
Promote and Publicize FCCLA!		•					•	•
Recycle and Redesign		•					•	•
Say Yes to FCS Education		•		•				•
Sports Nutrition		•			•	•		•
Teach and Train		•		•				•

FCCLA/LifeSmarts Knowledge Bowl

2018–2019 Competition Guidelines

The Ultimate Leadership Experience and The Ultimate Consumer Challenge - Combined!

This three-level team competition tests FCCLA members' knowledge in the six content areas:

1. Personal Finance
2. Consumer Rights & Responsibilities (to include Family, Career & Community Studies)
3. Technology (to include Fashion & Housing Design)
4. Health & Safety (to include Food Science & Nutrition and Early Childhood & Human Development)
5. Environment (to include Hospitality, Tourism & Recreation)
6. FCCLA Knowledge

Questions come from a variety of sources. Preparation resources include resources found at www.lifesmarts.org, and in Family and Consumer Sciences textbooks, reference guides, content area websites, the FCCLA website, and other local or online resources.

All Level I–3 teams should be comprised of five affiliated FCCLA members (affiliated at both the state and national level in order to register to compete) from the same chapter. Chapters may have more than one team. Team members may be mixed in grade level, affiliation type, and FCS course background. All level I–3 competitors must be registered for the conference at which their competition level takes place. Conference name tags must be worn at all times during the competition. Teams with less than five members are ineligible to compete.

LEVEL I — Part 1 - TeamSmarts Quiz and Online Qualification

September 19 – October 31

In order to compete, teams must be registered at www.LifeSmarts.org and be registered to attend the National Cluster Meeting. An unlimited number of teams may register with LifeSmarts, but team registration for the National Cluster Meeting is limited to the first 40 teams per National Cluster Meeting location. All teams competing at the National Cluster Meetings must complete this round. If less than five members take the TeamSmarts Quiz, the team is ineligible to continue in competition. Team members may not compete in another competitive event at the National Cluster Meeting.

The TeamSmarts Quiz consists of 100 questions from the following content areas:

1. Personal Finance
2. Consumer Rights & Responsibilities (to include Family, Career & Community Studies)
3. Technology (to include Fashion & Housing Design)
4. Health & Safety (to include Food Science & Nutrition and Early Childhood & Human Development)
5. Environment (to include Hospitality, Tourism & Recreation)

Following the instructions at www.LifeSmarts.org the adviser registers and creates the FCCLA team. Students register as directed. The adviser must indicate one student to be the team's captain. The TeamSmarts quiz is only available through the team captain's login.

The scores from the TeamSmarts round will be combined with scores from the Quiz Bee round in Level II competition at the National Cluster Meeting to determine team placement and live competition round qualifying.

LEVEL I – Part 2 —National Cluster Meeting

November

All participants must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting. An unlimited number of teams may register with LifeSmarts, but team registration for the National Cluster Meeting is limited to the first 40 teams per National Cluster Meeting location.

Quiz Bee

On location, scores from the TeamSmarts quiz will be combined with the scores from the Quiz Bee competition. The Quiz Bee competition consists of participants divided into each of the five competition categories. Each participant is guaranteed to be asked a minimum of 10 questions in their topic category, in a "spelling bee" style format. Two points are awarded for each correct answer, up to twenty (20) points per participant, or 100 points per team. No spectators are allowed for the Quiz Bee competition.

Scores from the TeamSmarts quiz and the Quiz Bee competition are combined. The top sixteen (16) teams advance to the live competition rounds at the National Cluster Meeting. Teams are seeded into four groups of four teams, based on their combined scores.

Pool Play

Teams are assigned to one of four competition pools, and compete in this pool for the remainder of the competition. Teams compete in a round robin tournament (teams take turns playing each other), with up to six matches total. Scores are cumulative. The top-scoring team in each pool automatically qualifies for Level III competition at the National Leadership Conference. The four second-place teams pair off to compete in one final match, and the two winners qualify for Level III competition. A total of six (6) teams may qualify from each of the National Cluster Meeting locations. Spectators are allowed during Pool Play competition.

If an odd- number of teams are competing, byes will go to the highest seeded team(s).

All rooms will use the same questions, and teams will stay in the same room for the duration of pool play. Level II rounds consist of two parts—Head-to-Head Individual Questions as well as Team Questions. In the Head-to-Head round, one multiple choice question from Categories 1-5 will be asked, with up to two open-ended bonus questions asked after each correct answer. Participants should sit in order, based upon their individual topic category. In the Team Questions part of the round, all questions are open ended and randomly assorted. Three questions will be asked in each of the categories except FCCLA Knowledge, which will have one question per round.

During the Head-to-Head round, questions will be asked in the following order:

1. Personal Finance
2. Consumer Rights & Responsibilities (to include Family, Career & Community Studies)
3. Technology (to include Fashion & Housing Design)
4. Health & Safety (to include Food Science & Nutrition and Early Childhood & Human Development)
5. Environment (to include Hospitality, Tourism & Recreation)

During the Team round, questions are open-ended and randomly assorted. Of the 16 Team questions, there are guaranteed to be 3 questions from Categories 1-5 and 1 question from Category 6, FCCLA Knowledge. Anyone may buzz in to answer a Team

question, unless someone from that team has already given an incorrect response. If a participant gives an incorrect answer, the question is reread and asked of the other team.

Teams are guaranteed to play at least 2 matches in a pool of 3 teams, and guaranteed 3 matches in a pool of 4 teams. Matches in each pool will occur simultaneously in different rooms, or as space allows with a holding room. All rooms will use the same questions. Since teams are scored based on the total points accumulated over all the matches (rather than a win-loss record) pool play matches may end in a draw.

Once all pool play matches have finished, each team will have the following scores added together to form their final Cluster Cumulative Score: TeamSmarts Quiz, Quiz Bee, and the 2 or 3 matches played in Pool Play. The team in each pool with the highest Cluster Cumulative Score will automatically advance to Level III, which will take place at the National Leadership Conference.

The teams with the second highest scores in each pool will be paired into a final play-off match, where cumulative scores will have no impact. The team with the higher score wins and will advance to Level III.

TIES: Ties will only be broken between teams in the same pool, and only for 1st or 2nd place in the pool. The first tie-breaker will be determined by total points gained during the pool play buzzer matches. The second tie-breaker, if needed, will be determined by who won during the head-to-head round between the tied teams.

Should any ties remain, the final tiebreaker will go to the team with the highest level I score and the lowest time.

The 4 teams that placed second in their pools will be paired into a final play-off match. Play will follow the same rules as other buzzer matches (Head-to-Head followed by Team questions). If the score is tied at the end of the play-off match, a tie-breaker must be used. Three additional Team questions will be asked, with each question worth one point. The team with the highest score after 3 questions wins. If there is still a tie, a sudden-death question will be asked.

The six advancing teams will compete in Level III, which will take place at the following National Leadership Conference. The teams who did not advance in Level I competition are still eligible to qualify for Level III through the "Second Chance Round" in Level II.

Level II – Online "Second Chance Round" Qualification

January 1 – January 31

National TeamSmarts Quiz as "Second Chance Round"

Teams who were registered for the National Cluster Meeting, but did not qualify for the National Leadership Conference (including those that were not among the first 40 to register for Level I) have a second chance to earn one of four qualifying spots for the Level III National Leadership Conference competition. Teams will take the National TeamSmarts quiz in January, similar in format to the Level I TeamSmarts quiz teams took in the fall, but with new questions. Teams that registered online for Level I competition will not have to re-register. The Second Chance "FCCLA TeamSmarts Quiz" will automatically appear in the team captain's page.

The four top-scoring teams will advance to Level III competition, and will carry this score to the National Leadership Conference.

The 12 winning teams from Level I who qualified for Level III competition at a National Cluster Meeting must also take the National LifeSmarts TeamSmarts quiz, as this will be the teams' first event in the Level III competition at National Leadership Conference.

National TeamSmarts Quiz as "National LifeSmarts Championship Qualifier"

Regardless of Level I or Level II competition status, any number of FCCLA teams may take the National TeamSmarts Quiz in January to qualify for LifeSmarts' National Championships. At least one FCCLA team will earn an invitation to compete at the National LifeSmarts Championship in Orlando, Florida, April 13-16, 2019, to compete against championships teams from across the United States. The winning team will receive a stipend to help cover the cost of travel and accommodations to that event.

July

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 conference. In any extenuating circumstances, a written waiver may be submitted via the State Adviser to National staff for consideration. Team members may not compete in another competitive event at the National Leadership Conference.

16 teams will qualify for the National Championship – 12 teams from National Cluster Meetings and 4 teams from the "Second Chance Round" in January. Alternates will be selected based upon scores from the "Second Chance Round" TeamSmarts quiz (for example, the team with the 5th highest score on the quiz will be the 1st alternate, continuing down the rankings until all alternate positions are filled.) Teams must confirm National Championship participation by April 1.

Orientation and Pool Play

Teams are assigned to one of four competition pools based upon the winter TeamSmarts scores. Each pool will have four teams and each team will play three matches. The winter TeamSmarts score plus the scores from the three matches will be combined to determine the top team from each pool. Pools will play simultaneously and the questions for each round will be the same in each pool. As space allows, teams may have to wait in a holding room.

Once all pool play matches have finished, each team will have the following scores added together to form their final NLC Cumulative Score: TeamSmarts Quiz (from January), and the three matches played in Pool Play. The team in each pool with the highest NLC Cumulative Score will automatically advance to the knockout bracket.

The four remaining teams with the highest NLC Cumulative Score will also advance to the knockout bracket. It is possible for more than one non-winning team from the same pool to qualify.

Cumulative score tiebreakers will be similar to the tiebreakers used during Level II Pool Play at Cluster Meeting. First, ties for 1st place in each pool must be broken before ties for the 4 non-winner spots are broken. If teams are in the same pool, the tiebreaker will be determined by total points gained during the total pool play buzzer matches. The second tie-breaker, if needed, will be determined by who won the head-to-head round between tied teams.

For ties between teams in different pools, only the first tie-breaker will apply. In the event that competition pools are of different sizes, the second tiebreaker will be the highest average points per match.

Should any ties remain, the final tiebreaker will go to the team with the highest Level II score (Online TeamSmarts quiz from January) and lowest time.

Knockout Bracket

The four pool winners and the next four top-scoring teams will be seeded into an 8-team single elimination bracket. Winners advance through the bracket until the top two finalists are determined. The top two teams will compete in one final match during a general session to determine first and second place. The remaining teams will be ranked based on cumulative scores.

Level III rounds are similar in format to Level II rounds. Each round will consist of two parts — Head-to-Head Individual Questions as well as Team Questions. In the Head-to-Head round, one multiple choice question from Categories 1-5 will be asked, with up to two open-ended bonus questions asked after each correct answer. Participants should sit in order, based upon their individual topic category. In the Team Questions part of the round, all questions are open ended and randomly assorted. Three questions will be asked in each of the categories except FCCLA Knowledge, which will have one question per round.

During the Head-to-Head round, questions will be asked in the following order:

1. Personal Finance
2. Consumer Rights & Responsibilities (to include Family, Career & Community Studies)
3. Technology (to include Fashion & Housing Design)
4. Health & Safety (to include Food Science & Nutrition and Early Childhood & Human Development)
5. Environment (to include Hospitality, Tourism & Recreation)

During the Team round, questions are open-ended and randomly assorted. Of the 16 Team questions, there are guaranteed to be 3 questions from Categories 1-5 and 1 question from Category 6, FCCLA Knowledge. Anyone may buzz in to answer a Team Question, unless someone from that team has already given an incorrect response. If a participant gives an incorrect answer, the question is reread and asked to the other team.

Buzzer Round Rules of Play

Head-to-Head Individual Questions Rules

Questions in the head-to-head individual part of the round are multiple choice. Each team member is assigned a number corresponding to the category he or she has selected as their focus topic.

1. Personal Finance
2. Consumer Rights & Responsibilities (to include Family, Career & Community Studies)
3. Technology (to include Fashion & Housing Design)
4. Health & Safety (to include Food Science & Nutrition and Early Childhood & Human Development)
5. Environment (to include Hospitality, Tourism & Recreation)

These questions are asked only to the player on each team with the corresponding number. After the question and answer choices are read to team members #1, whichever individual buzzes in first has 10 seconds to respond. The individual cannot confer with team members. Individuals may give the full answer or the letter (a, b, or c) associated with the answer. If the player gives a correct answer, his or her team is awarded 5 points, and the moderator will ask up to two additional bonus questions for that individual. A minimum of 5 and a maximum of 15 questions will be asked in this round.

If the individual who has buzzed in cannot answer in the time allowed, or gives an incorrect answer, the opposing individual team member has 10 seconds to provide an answer.

If a member buzzes in before the entire question is read, the moderator will stop reading the question or answer choices. The individual must give an answer within 10 seconds. If the answer is incorrect, the moderator will re-read the question and answer choices to the corresponding player on the opposing team. He or she will have 10 seconds to buzz in and provide a response.

If neither individual buzzes in within 10 seconds, or both members give incorrect answers, the moderator will give the correct answer.

If a player correctly answers the multiple-choice question, that player will be asked an open-ended follow-up question. If the follow-up question is answered correctly, then a second open-ended follow-up question will be asked to that player. Up to two follow-up questions may be asked after each multiple-choice question.

If either follow-up question is not answered correctly, the question set ends. The corresponding player on the other team will not get an opportunity to answer the follow-up questions. Play continues with the next set, an Individual question asked to the players in the next position.

Each correct answer is worth 5 points. There is no deduction for incorrect answers.

This process is repeated for all team members.

Upon completion of the head-to-head part of the round, scores will be tabulated by the scorekeeper and announced by the moderator.

Team Questions Rules
Questions in the team questions part of the round are open ended. The moderator will ask a question, and the first person to hit his or her button will have the opportunity to answer. These questions are open to all players on the team, though only one player per team may buzz in to answer each question.

A player may buzz in before the entire question is read. If this happens, the moderator will stop reading the question and will call on the player who buzzed in. The team member who buzzed in has 10 seconds to answer the question. The team may confer both orally and in writing until a team member buzzes in. Once the team has buzzed in, conferring must stop. Only the team member who buzzed in will be allowed to answer the question.

If an incorrect answer is given, the moderator will begin re-reading the question, and members from the other team may buzz in at any time.

If no one buzzes in within 10 seconds after the question has been read, or both teams give incorrect answers, the moderator will give the correct answer.

Each correct answer is worth 10 points. There is no deduction for incorrect answers.

This process will continue through all 16 open ended questions. Upon completion of the team questions, scores will be tabulated and announced by the scorekeeper and moderator. If there is a winner, the winner will be announced. If there is a tie that must be broken, tie breaker question(s) will be read.

Tie Breaker Round Rules
Tie breaker questions are open-ended, and are randomly selected from the six topic categories. Each correct answer is worth one point. There is no deduction for incorrect answers. The first team that buzzes in will have 10 seconds to answer. The team that wins the best of three tie breaker questions will be declared the winner. If there is still a tie after a round of three tie breaker questions, one "sudden death" tie breaker question will be used.

General Rules

Acceptability of Answers
Only the first answer from the team member who buzzes in and is recognized will be accepted. Only one team member may buzz in per question. The moderator will determine if the answer given by the competitor matches the correct answer. If there is a question about the acceptability of the answer, the moderator may consult with the room judge.

Appeals
During the Team round of a buzzer match, a team may appeal a response ruled incorrect by raising a Challenge card, which requests that question be thrown out and a new question asked in its place. The team may only issue a Challenge when points are not awarded in response to an answer given by one of the team members. Challenges may not be issued once points have been awarded for the question. Teams may not challenge during the Head-to-Head round. Teams may not challenge a response given by the opposing team.

The Challenge card must be raised before play moves on (either before the question is re-read for the other team, or if the other team has given a response, before the next question in the match is read). Any player on the team may issue the challenge.

Once the challenged question is thrown out, the new question is open only to the teams who were eligible to answer the question when the Challenge was issued.

Each team is awarded two Challenge cards for each level of competition (2 cards at Cluster Meeting and 2 cards at NLC). Unused Challenge cards do not carry over to the next level of competition.

Consultation
Team members may confer with one another both orally and in writing until a team member buzzes in. From the time a competitor buzzes in until the time the moderator announces whether the answer is correct or incorrect, no one on that team should speak or write notes to another. If consultation continues while a team member has buzzed in, his/her answer will not be accepted even if it is correct. Team members of the opposing team may consult while a competitor on the other team is answering the question.

Dress Code
Participants should follow the approved FCCLA conference dress code for participation in all levels of competition.

Moderator/Judge/Question Error
If the moderator misspeaks or misreads a question, but catches the mistake prior to either team buzzing in, they may repeat the question correctly and the time for answering will begin again at 10 seconds.

The judge and/or moderator may decide that a replacement question should be used if an answer is prematurely given by the moderator, judge, or spectator, or if the way a question is read is deemed unfair for either or both teams. Replacement questions will not be used if a competitor reveals the correct answer out of turn or if a competitor or spectator disagrees with the determination of the moderator and judge.

Repeating of Questions
Individual team members may request a multiple-choice question to be repeated during the Head- to-Head Individual Round. No open-ended questions will be repeated once they have been read in their entirety. If there is an issue in which the moderator feels the question should be repeated (noise interference or equipment problem) they may repeat the question at their discretion.

Spectator/Participant Conduct and Sportsmanship
When competition is open to spectators (students, advisers, chaperones, alumni, and other conference attendees), spectators are not allowed to enter or leave the competition room during play. Spectators are prohibited from cheering, visual signaling, audible conversations, and the use of cell phones during competition. Any spectators who disrupt the round in any way or are thought to be communicating with competitors will be asked to leave by the room judge or moderator. The room judge and moderator have the authority to control the competition atmosphere within their room.

Disputes concerning their judgment should be directed to the LifeSmart staff, Competitive Events Manager or the on-site national staff person who is overseeing the competition.

Good sportsmanship is expected of all participants, advisers, chapter members, and other spectators.

Poor sportsmanship on the part of any team member or their supporters may result in disqualification. Any use of extremely negative behavior (such as the use of profanity or yelling) will result in immediate disqualification of the team.

No videotaping, audio recording, or photography is allowed during live competition without prior approval of FCCLA.

Substitution

Substitution of team members between Level II and Level III will be allowed. Substitutions must be made prior to June 1. Substituted competitors must be affiliated members of the same FCCLA chapter to qualify.

Teams will be sent a confirmation of their Level III participation via email by March 1. Any changes made to the composition of a Level III team must be made in writing by the chapter adviser or team captain to competitiveevents@fcclainc.org by June 1. Changes may be made any time between December 1 and June 1 of the current school year.

Team Captain

Each team should select one of its members to serve as the team captain. This member will be responsible for picking up team materials. The team captain will be indicated on the registration form and will be designated on their place card.

Team Holding Room

All teams in Level I and III are required to report at a designated time, and may be required to remain in a holding room when not competing. Failure to report to the holding room prior to the start of the first round of competition will result in a team receiving an automatic loss in the first round. Teams are disqualified if not in the holding room by the time the first round of competition is completed. Teams may utilize printed study material. The use of cell phones, or other electronic devices which may record, publish or receive information are prohibited.

Unanswered Questions

If a question is not answered by either team, no points will be awarded or lost and no replacement question will be given. The moderator will give the correct answer and move on to the next question.

Writing Instruments

Paper and pencils for each competitor will be provided by FCCLA. Competitors will not be allowed to bring any writing tools or paper into the competition room.

FCCLA/LifeSmarts

Knowledge Bowl Overview

	Level I: Direct Qualifying (must complete Parts 1 and 2)		Level II: "Second Chance Round" and National LifeSmarts Championship Qualifying Round	Level III: National Championship
	Part 1 - Online Test **9/19 – 10/31, 2018**	**Part 2 - National Cluster Meetings** **November, 2018**	**Online Test** **1/1 – 1/31, 2019**	**National Leadership Conference** **July 2019**
Who?	Any team of 5 FCCLA members (must be affiliated and register for NCM)	The first 40 teams to register for each National Cluster Meeting	Any team that registered for Level I, but didn't qualify for Level III	16 teams 12 Level I winners + 4 Level II winners
Competition Process	• Adviser registers team for National Cluster Meeting • Adviser creates coach account and registers team at www.lifesmarts.org • Students register as team players and take practice quizzes • Adviser appoints team captain • When test window opens, the quiz appears automatically in the captain's folder • Team captain leads team through Online TeamSmarts quiz	**Day 1: Orientation and "Quiz Bee" Competition** -Top 16 teams seeded - **Day 2: Buzzer Match Pool Play** • Teams seeded into 4 pools of 4, each team plays a buzzer match vs. the other 3 teams in their pool • Scores accumulate – highest scoring team in each pool qualifies for Level III. • Second place teams in each pool play-off for 2 additional Level III spots.	• Teams who competed in the fall do not need to re-register • Adviser coach may substitute players on online team • Teams keep taking practice quizzes until window opens • When test window opens, quiz appears automatically in the captain's folder • Team captain leads team through Online TeamSmarts quiz	**Orientation and Pool Play** • Teams seeded into 4 pools of 4, each team plays a buzzer match vs. the other 3 teams in their pool • Scores accumulate, top-scoring team in each pool advances to knockout bracket • The next 4 highest-scoring teams across all pools also advance to knockout bracket -Top 8 teams seeded - **Knockout Bracket** Seeded teams play head-to-head until 2 finalist teams remain
Who advances?	The first 40 teams to register for each National Cluster Meeting	6 teams from each Cluster Meeting	• 4 teams with the highest scores nationwide; alternates if Level I teams decline NLC invitation • Highest-scoring chapter receives a travel stipend to represent FCCLA at National LifeSmarts Championship, April 13-16, 2019, Orlando, Florida	Two finalist teams play for the Championship during National Leadership Conference General Session
Notes:	Anyone who didn't qualify in Level I can earn a "Second Chance" spot in Level II		Level I winners must also take the test because it is part of their Level III cumulative score	

FCCLA/Knowledge Matters Virtual Business Challenge –Personal Finance

ABOUT

The FCCLA Virtual Business Challenge-Personal Finance contest encourages FCCLA members to test their skills in personal finance. This competition is a free event for affiliated FCCLA members. Participating members utilize a competition version of the Virtual Business – Personal Finance classroom software. Virtual Business simulations are currently being used in over 8,000 classrooms in 50 states and Canada. Virtual Business is a software program that was created by Knowledge Matters. The initial feasibility research was funded by a U.S. Department of Education SBIR Contract.

COMPETITION

The FCCLA Virtual Business Challenge consists of two competition rounds. Registration begins October 23, 2018. Round One will begin on October 23, 2018 at 10AM EST and will end on November 16, 2018 at 5PM EST. Round Two will begin on February 4, 2019 at 10AM EST and will end on March 1, 2019, at 5PM EST. Teams may participate in one or both rounds. The National Championship Round will be held online from March 25, 2019 – April 5, 2019 and will only be open to qualifying teams.

The Challenge will focus upon different concepts found within the simulation. FCCLA members will not be able to control every concept found under the Actions Menu. Teams are only able to manipulate the actions enabled for that specific Challenge. All other concepts will be set adequately and controlled for the teams. Assignments explaining Challenge goals and objectives will be available within the competition files.

The Challenge competition file will only be available from the dates as listed above. During the qualifying rounds, participants may run through the competition files as many times as they wish during the competition period. The competition file is complete once teams have run the file for two virtual years. At this point, the team's score will be automatically submitted to the Knowledge Matters' website.

After uploading a score, teams may visit the ranking's page in order to see where they rank nationally and by state. Teams may upload as many scores as they wish because Knowledge Matters will always rank teams based upon their best score. At the completion of each challenge, the top nationally ranked teams will receive website recognition. Top teams from each challenge will compete in a final online round. The winning teams of the National Championship Round Challenge will receive National Leadership Conference travel awards of $1000 (1st place), $500 (2nd place) and $250 (3rd place) to attend the National Leadership Conference and participate in the Knowledge Matters exhibit to demonstrate the simulation and assist with simulation demonstrations.

The Challenge will start at 10:00AM EST on the start date for each round. No score submission will be accepted after 5:00PM EST on the last day of the Challenge round. Each file is time and date stamped upon receipt for validation. Files will be automatically scored, ranked and posted under the ranking's page.

FCCLA RULES – VIRTUAL BUSINESS CHALLENGE-PERSONAL FINANCE

ELIGIBILITY: Only affiliated FCCLA members in grades 9-12 are eligible. Students must be a paid, affiliated member prior to the submission of any Virtual Business Challenge-Personal Finance file to Knowledge Matters. An FCCLA chapter may have as many teams as it can support according to the team membership rules. All membership questions will be handled by FCCLA. Chapters may participate in the FCCLA Virtual Business Challenge-Personal Finance during Round One (October 23-November 16, 2018) and/or Round Two (February 4 – March 1, 2019).

TEAM MEMBERSHIP: Entries may be created by an individual member or by a team, not to exceed three (3) members. A team member cannot be on more than one team at a time. No additional team members may be added once a team has registered. All rankings and prizes are based on the team and not the individual. Members are unable to participate in any other National Leadership Conference competitive event (STAR Event or FCCLA/LifeSmarts Knowledge Bowl) if they have placed 1st, 2nd, or 3rd in the National Championship Round. All rankings and prizes are based on the team and not the individual.

If a team member drops off a team or a team is to be dissolved, an email from the Team's FCCLA adviser acknowledging the removal must be sent to VBCCentral@KnowledgeMatters.com stating the team name and the team member(s) to be removed. An acknowledgment from Knowledge Matters confirming the team member update will be sent back to the team's FCCLA adviser. If this acknowledgment is not received, it will be the team's responsibility to resubmit the request via the team's adviser. Once the acknowledgment is received, the individual is free to register a new team. All maintenance and compliance monitoring of the teams will be the responsibility of the team's FCCLA adviser. FCCLA chapters may have as many teams as it can support according to the team Membership rules. Team names must generally adhere to FCCLA's code of ethics. Team names deemed inappropriate according to National FCCLA will have their team name changed to the name of their local chapter without notice. National FCCLA will have the ultimate authority to resolve team membership and name disputes.

CODE OF CONDUCT: Participants agree to compete by the Rules of Competition listed on this page. Participants further agree that all work submitted is work done by the participant or the participant's registered teammates. Participants understand that any attempt to hack or cheat the simulation is grounds for removal from the competition and possible further actions. Participants agree to refer any questions on what may constitute a cheat to Knowledge Matters for a decision.

All participants agree to be bound by the following Honor Code: I pledge that all work submitted is that of me or my teammates, solely. I have received no outside help with the challenge. I pledge not to hack or cheat in any way and agree to report others that I am aware of who hack or cheat.

Additionally, because the VBCs are interstate competitions for prize money, participants who hack or cheat may be subject to penalties under federal, state or local cybercrime or anti-hacking laws.

DRESS CODE: Team members participating in the Knowledge Matters Exhibit demonstration at the National Leadership Conference must wear clothing that meets the FCCLA Dress Code Policy, as published by FCCLA.

QUALIFIER RULES: The top eight nationally ranked teams from each qualifying round will qualify to compete in the National Championship Round. Teams that qualify during Round One may participate in Round Two, but will not be ranked in the Round Two challenge.

SCORES: A team's actual numeric score will not be posted on the ranking's page. Bars symbolizing a team's score will be posted instead. Numeric amounts will not be released during the Challenge periods.

In the event of a tie, the team with the earliest file submission will rank higher, so it is important to get your files ranked early in the Challenge.

DISCLAIMER

Each team, adviser, and members are responsible for having read all the guidelines. National FCCLA and Knowledge Matters, Inc. are not responsible for an entry that is late, lost, misdirected, or not received. Only entries that are received by Knowledge Matters, Inc. will be eligible for scoring and ranking. All technical issues should be directed to our support team as soon as possible for resolution. Because of the wide variation in computer systems, Knowledge Matters, Inc. assumes no responsibility for the performance of its software on participant's computers. It is the team members' responsibility to read the Late Breaking News/FAQ's located on the Knowledge Matters web page for updates.

Postsecondary Participation

In Competitive Events: STAR Events

Postsecondary FCCLA members in participating states will be eligible to compete in one of six STAR Events. Postsecondary members are eligible if they are enrolled in a postsecondary program (grades 13–16 in career and technical education centers, community colleges, and four-year colleges and universities).

All postsecondary STAR Events participants must be affiliated nationally. Dues must be paid by May 31 and sent to the national office for participants to be eligible for national STAR Events competition. Postsecondary members are not required to participate in state events prior to national STAR Events, though they must be selected by state-established procedures.

Each state may submit a maximum of three entries in each of the six events: Advocacy, Culinary Arts, Early Childhood Education, Fashion Design, Interior Design, and Teach and Train. Substitutes' names may be submitted until June 1 as long as eligibility requirements are met.

To participate in the national postsecondary STAR Events, participants are required to be registered for the full week during the National Leadership Conference, and pay a non-refundable STAR Events registration fee. Postsecondary participants must stay at one of the official convention hotels for the duration of their participation. Postsecondary participants must follow national rules for competition, or risk possible disqualification or loss of points. An individual postsecondary member may participate in only one STAR Event in any given year.

Individual events evaluate one member's performance. Team events evaluate several participants' performance as one entry. Team events may have one, two, or three participants from the same state.

All participants will be recognized during the STAR Events Recognition Session. All participants will receive a STAR Events medal, certificate of participation, and completed evaluations. Each entry is evaluated by a standard set of criteria.

Participating states with national STAR Events participants will be expected to provide volunteers to assist with Postsecondary STAR Events implementation. Qualified business and industry volunteers will be utilized as evaluators, with state volunteers serving as needed.

Unless otherwise specified, postsecondary participants will follow rules, procedures or guidelines as outlined in the FCCLA Competitive Events Guide, STAR Events section.

Event Information

Event	Entries Per State	Individual Event	Team Event
Advocacy	Three	■	■
Culinary Arts	Three		■
Early Childhood Education	Three	■	
Fashion Design	Three	■	
Interior Design	Three	■	■
Teach and Train	Three	■	

Skill Demonstration Events

Skill Demonstration Events

Skill Demonstration Events provide opportunities for members to demonstrate college and career-ready skills in Family and Consumer Sciences and related occupations. Competitions take place at the National Cluster Meetings.

To compete in Skill Demonstration Events, members must have FCCLA national dues paid when registering online for Cluster Meeting. Registrations are first-come, first-served until the event is full.

Awards

1st, 2nd, and 3rd place event winners will each receive awards during the Closing General Session of the National Cluster Meeting they are attending. All participants may download a certificate of participation.

Skill Demonstration Events Policies

1. Each chapter may submit up to three (3) entries in each Skill Demonstration Event. Entries are available on a first come, first served basis. The number of entries available in each event is determined by the available conference facility and schedule. Members may only participate in one Skill Demonstration Event per year. They may not compete on a FCCLA/LifeSmarts Knowledge Bowl team during a National Cluster Meeting.

2. Participation is open to members who:
   - are an affiliated member at the time of registration and registered to compete by the required deadline;
   - meet specific event requirements or prerequisites; and
   - are registered to attend the National Cluster Meeting and are staying at one of the official convention hotels.

3. Disqualification may occur when:
   - participants fail to arrive in a timely manner for orientation and to remain in the participant holding room (if required);
   - failure to secure appropriate hotel accommodations;
   - participants discuss the event with other participants or receive coaching from spectators; or
   - students or adults participate in behavior that negatively affects the management of the events or fail to display a positive image of the FCCLA organization before, during, or after participation in the Skill Demonstration Event. The penalty of disqualification is determined by the available members of the Competitive Events Advisory Team and FCCLA national staff.

4. Substitutions prior to the meeting are allowed as long as eligibility requirements are met. No substitutions are allowed on site.

5. Each participant pays a fee to help cover event expenses—i.e., room rental, awards, and supplies. Skill Demonstration Event registration fees are nonrefundable.

6. Participants are expected to adhere to the published dress code for all general sessions and workshops. For participation in competition, follow event specifications and wear appropriate clothing for the nature of the presentation. If attending conference activities prior to or immediately following competition, be prepared to change into clothing that meets the conference dress code.

Skill Demonstration Events

NAME OF EVENT	CATEGORIES Junior (J) Senior (S) Occupational (O)			EVENT PREREQUISITE	ROTATION SCHEDULE		
	J	S	O		2018	2019	2020
Culinary Food Art		■	■	Culinary Arts occupational training program or Family and Consumer Sciences Course preparing for a career in culinary arts or hospitality careers	■		■
Culinary Knife Skills		■	■		■	■	■
Fashion Sketch		■	■	Course in fashion or apparel design		■	
FCCLA Creed Speaking & Interpretation	■			First year FCCLA member, through grade 9		■	
Interior Design Sketch		■	■	Course in housing or interior design	■		■
Impromptu Speaking	■	■	■	None	■		■
Interviewing Skills	■	■	■	None	■		■
Pastry Arts Technical Decorating Skills		■	■	Culinary Arts occupational training program or Family and Consumer Sciences Course preparing for a career in culinary arts or hospitality careers		■	
Speak Out for FCCLA	■	■	■	Completion of the Power of One Unit "Speak Out for FCCLA"		■	
#TeachFCS	■	■	■	None	■		■
Toys that Teach	■	■	■	None	■		■
Technology in Teaching	■	■	■	None		■	
Consumer Math	■	■	■	None	■	■	■
Culinary Math		■	■		■	■	■
Early Childhood	■	■	■		■	■	■
Fashion Construction and Design		■	■		■	■	■
FCCLA Knowledge	■	■	■		■	■	■
Hospitality, Tourism and Recreation		■	■		■	■	■
Interior Design		■	■		■	■	■
Nutrition	■	■	■		■	■	■
Science in FCS	■	■	■		■	■	■

Online Challenge Testing

Consumer Math Challenge, an individual event, is an *applied academic* math test which allows participants to complete everyday consumer challenges related to Family and Consumer Sciences subject matter, including personal finance and consumer education concepts. *Event Categories – Junior, Senior and Occupational*

Culinary Math Challenge, an individual event, is an *applied academic* math test which allows participants to solve common culinary arts problems using math skills including measurements, fractions, decimals, conversions, yield percents and costs. *Event Categories – Senior and Occupational*

Early Childhood Challenge, an individual event, is a knowledge and skill test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including child development and early childhood education concepts. *Event Categories – Junior, Senior and Occupational*

Fashion Construction and Design Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of fashion construction and design subject matter, including vocabulary, elements and principals of design, and textile knowledge. – *Senior and Occupational*

FCCLA Knowledge Challenge, an individual event, is a knowledge and skill test which allows participants to demonstrate their knowledge of FCCLA's programs, activities, leadership, and chapter management. *Event Categories – Junior, Senior and Occupational*

Hospitality, Tourism and Recreation Challenge, an individual event, is a knowledge and skills challenge which allows participants to complete questions related to Family and Consumer Sciences subject matter, including hospitality, tourism and recreation content. *Event Categories – Senior and Occupational*

Interior Design Challenge, an individual event, is a knowledge and skill test which allows participants to demonstration their knowledge of interior design concepts, including elements and principals of design, color and light, materials and finishes, and residential and commercial design. *Event Categories – Senior and Occupational*

Nutrition Challenge, an individual event, is a knowledge and skill test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including nutrition, wellness, and health concepts. *Event Categories – Junior, Senior and Occupational*

Science in FCS Challenge, an individual event, is a knowledge and skills test which allows participants to complete challenges related to Family and Consumer Sciences subject matter, including science and technology concepts related to food, health and textile sciences. *Event Categories – Junior, Senior and Occupational*

EVENT CATEGORIES
(J) - Junior: through grade 9
(S) - Senior: grades 10–12
(O) - Occupational: grades 10–12

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must complete a proctored, online test during the designated testing window, October 22-26, 2018. A school administrator (principal, counselor, curriculum director, etc.) will serve as the test proctor. Chapter advisers may not serve as the testing proctor.
2. The proctor must supervise the students throughout the entire testing time. **Students may not take the test at home.**

3. Participants are allowed to bring a pencil with eraser and one calculator. Calculator applications on mobile devices such as a phone or electronic tablet are not allowed during testing.
4. If a student has a question about a test item, proctors can repeat the question for the student, but cannot help the student come up with the answer. The proctor must ensure that the student is not using resources during the exam. Participants may not bring reference materials for use during testing.
5. Only the registered student may take the exam.
6. Students will need computer and internet access. Students can test simultaneously with the only limitation being the number of computers that are available at the testing location.
7. For a student to take a test, they will need their Membership ID number and the password. Information on the password will be provided to the adviser after the registration date closes.
8. Once the student has logged on to the Student Testing Site, the student must NOT leave the testing window until the test is submitted.
9. All unfinished answers are scored as incorrect answers.
10. The test has a time limit - the timer is located in the upper right-hand corner of the screen once the student starts the test.
11. When the test is completed, the student must click the "SUBMIT" button at the bottom of the test in order for the test to be scored and recorded.
12. If a student has an emergency, they must select the "X" in the upper right-hand corner of the screen. Once the student is able to return to finish the test, the student will logon with their Membership ID and the password. Participants will have up to sixty (60) minutes to complete the fifty (50) question test. Forty (40) questions will be event content related. Questions will be a combination of multiple choice, true/false, open-ended and may require the student to show his/her work in reaching the answer. Ten (10) questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
13. The adviser and proctor will sign a testing verification form, which must be returned to FCCLA in order for the participant to be eligible for an award.
14. Scored tests will not be returned to the participants.

Culinary Food Art

Culinary Food Art, an individual event, will showcase the best of participants' creative and artistic skills in utilizing an assortment of fruits and vegetables to design and create an interesting food art item.

EVENT CATEGORIES
- Senior: grades 10–12
- Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Hospitality & Tourism

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating Cluster Meeting locations will be available on a first come, first served basis.
2. The number of entries will be determined by the conference facility and schedule.
3. Participation is open to any nationally affiliated FCCLA senior or occupational member who must be or has been enrolled in a culinary arts occupational training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*) or a Family and Consumer Sciences course preparing them for a career in culinary arts or hospitality careers (following a nationally recognized curriculum such as ProStart®). Students enrolled in general food and nutrition courses not preparing them for a career in Culinary Arts are not eligible.
4. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   - be given a brief overview of the event
   - draw an identification number indicating the order of participation
   - review time schedule
   - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
   - present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications, to prepare their food art. No electrical tools are allowed.
3. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
4. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil for taking the test, their equipment, their food items (properly stored, washed, uncut), and their hand-drawn food art design. At the designated time, participants will have 5 minutes to set up the work station, 25 minutes to produce the food art, and 5 minutes to clean the work area.
5. Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period.
6. Total event time per rotation is 40 minutes.

GENERAL INFORMATION
1. Table space and ice will be provided. Each participant will have approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.
3. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
4. Participants are not allowed to discuss this event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.

CULINARY FOOD ART
Specifications

Testing

A 10-question test on general FCCLA knowledge will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank.

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner. Event consultants or evaluators have the authority to stop any participant exhibiting unsafe practices.

Clothing and Appearance	Wear appropriate clothing and head covering, and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup after event within the designated time period.

Food Art Preparation

Each participant will select a minimum of three (3) or a maximum of five (5) different food items from the list below to use in their food art. Participants must bring all food (properly stored, washed, uncut), required tools and supplies listed below to the event. No electrical tools are allowed. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will prepare creative food art that meets industry standards without having excessive waste.

Food Art Design	Participant will develop a hand-drawn food art design on one 8 ½" x 11" paper, using up to two (2) each of the 3–5 selected food items. The design will be used during competition and will be reviewed by evaluators in comparison to the final product.
Equipment, Tools, and Techniques	Participant must provide all tools and equipment needed for preparing a creative garnish or food art. No electric tools will be allowed. Required equipment/tools are: cutting board and mat disposable gloves prepared sanitizing solution 9" white paper plate small compost/waste bucket or bowl towels Equipment participants may bring, but are not limited to, include: small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, toothpicks or skewers, apple peeler/corer, v-shaped knife, crinkle cutter, scissors, and flex blade knife.
Food Art Construction	Participant will use up to two each of the 3–5 selected food items from this list. No additional food items are allowed. Any varieties of the following: carrot – celery – citrus (lemon, lime, or orange) – cucumber – kale – melon - mushroom – onion - parsley - peppers –potato – radish – tomato – squash - strawberry The 8 ½" x 11" design drawing and the complete food art will be displayed on the paper plate by the end of the preparation time (25 minutes).
Mise en place/Time Management	Demonstrate careful planning for completing tasks efficiently.

CULINARY FOOD ART
Equipment Check In Form

Name of Participant _____

State _____ Participant # _____ Category _____

No electric tools will be allowed. Participants may bring a pencil to take the test.

Required Equipment/Tools/Supplies:

☐ Food Art Design (one 8½" x 11" paper)
☐ Up to 2 each of the 3–5 selected food items (check below)
☐ Cutting board and mat
☐ Disposable gloves
☐ Prepared sanitizer
☐ 9"white paper plate
☐ Small compost/waste bucket or bowl
☐ Towels

Choose up to two each of the 3-5 selected food items – no additional food items are allowed.
Check which 3-5 items used by participant:

☐ Carrot   ☐ Parsley
☐ Celery   ☐ Peppers
☐ Citrus (lemon, lime, or orange)   ☐ Potato
☐ Cucumber   ☐ Radish
☐ Kale   ☐ Tomato
☐ Melon   ☐ Squash
☐ Mushroom   ☐ Strawberry
☐ Onion

Equipment participants may bring, **but are not limited to**, include: small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, toothpicks or skewers, apple peeler/corer, v-shaped knife, crinkle cutter, scissors, and flex blade knife. NO ELECTRIC TOOLS.

Event Consultant/Volunteer Initials _____

Skill Demonstration Events
Point Summary Form
CULINARY FOOD ART

Name(s) of Participant _____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Check-in 0 *or* 5 points	**0** Did not attend participant check-in	**5** Attended participant check-in	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
FINAL RANK	

CULINARY FOOD ART
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

SAFETY AND APPEARANCE			
Clothing and Appearance 0–10 points	**0–1–2–3–4** Non-professional appearance, attire and/or grooming	**5–6–7–8** Neat appearance, attire, and grooming, but lacks professionalism	**9-10** Professional appearance, attire and grooming
Safety and Sanitation 0–10 points	**0–1–2–3–4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5–6–7–8** Shows minimal safety and sanitation concerns during preparation	**9-10** Follows all safety and sanitation practices
Clean Up 0 or 5 points	**0** Work area not completed cleaned upon completion of event		**5** Work area completely cleaned upon completion of event

FOOD ART PREPARATION AND PRESENTATION				
Food Art Design 0- 5 points	**0-1** Design was not hand drawn, did not include approved food items, and completed food art is not comparable to original design	**2-3** Hand-drawn design, includes 3-5 approved food items, but completed food art is altered from original design		**4-5** Hand-drawn design includes 3-5 approved food items. Completed food art is comparable to original design
Equipment, Tools, and Techniques 0–15 points	**0-1-2-3** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**4-5-6-7** Selection and usage of tools/equipment demonstrates some industry techniques	**8-9-10-11** Selection and usage of tools/equipment demonstrated most industry techniques	**12-13-14-15** Selects and uses all tools and equipment correctly
Mise en place, Time Management Scraps and Waste 0–10 points	**0-1-2-3-4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5-6-7-8** Managed time and mise en place to complete most tasks on time, some waste		**9-10** Utilized time and mise en place to complete each task on time, minimum waste
Degree of Difficulty 0–10 points	**0-1-2-3-4** Fair techniques, some evidence of skill/performance, somewhat organized	**5-6-7-8** Good techniques, student is competent in skill/performance, organized		**9-10** High quality techniques, superior skill/performance, well organized
Craftsmanship/ Quality of Work 0–10 points	**0-1-2-3-4** Lacks workmanship, some unacceptable proportions	**5-6-7-8** Competent workmanship, acceptable proportions		**9-10** Extremely high quality workmanship, accurate proportions, sturdy or stable if moved
Use of Food Items 0–5 points	**0-1** Not all of the food items brought were used in the food art presentation	**2-3** All food items brought were used in the food art presentation		**4-5** All food items brought were used creatively in the final food art presentation
Creativity 0–10 points	**0-1-2-3-4** Little or no creativity shown, no originality	**5-6-7-8** Creative but not unique		**9-10** Highly creative and unique approach, original

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____

TOTAL
(90 points possible)

Evaluator's Comments:

Culinary Knife Skills

American Technical Publishers is the official sponsor of the Culinary Knife Skills event.

Culinary Knife Skills, an individual event, will showcase the best of participants' knife skills. Participants will produce six uniform pieces for each knife cut meeting industry standards and demonstrate proper safety and sanitation procedures.

EVENT CATEGORIES
- Senior: grades 10–12
- Occupational: grades 10–12

STANDARDS ALIGNMENTS
See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Hospitality & Tourism

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in this event. Entries at participating Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA senior or occupational member who must be or has been enrolled in a culinary arts occupational training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*) or a Family and Consumer Sciences course preparing them for a career in culinary arts or hospitality careers (following a nationally recognized curriculum such as ProStart®). Students enrolled in general food and nutrition courses not preparing them for a career in Culinary Arts are not eligible.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   - be given a brief overview of the event
   - draw an identification number indicating the order of participation
   - review time schedule
   - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
   - present tools and equipment for an equipment check, including the properly stored (washed, uncut) food items.
2. Participants will bring all necessary tools and equipment for this event, as listed in event specifications. Additional items are not allowed.
3. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
4. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil for taking the test and required equipment.
5. At the designated time, participants will have 5 minutes to set up the work station, 15 minutes to produce and arrange each of the knife cuts, 5 minutes to clean the work area.
6. Evaluators will score participants as they work and will complete the scoring within the 5-minute clean-up time period.
7. Total event time per rotation is 30 minutes.

GENERAL INFORMATION
1. Table space will be provided. Each participant will have approximately 6' of work space.
2. Entries will be scored by industry standards and participants must follow proper sanitation procedures.
3. Participants must bring one each of the following vegetables: carrot, potato, onion.
4. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
6. Terms in italics are defined in the glossary in the National Competitive Events Guide.

CULINARY KNIFE SKILLS
Specifications

Testing
A 10-question test on general FCCLA knowledge will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank.

Safety and Appearance
Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial uniform; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Clothing and Appearance	Wear appropriate clothing and head covering and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the knife cuts.

Food Production
Participants may bring only the items listed below to the event. No other equipment will be allowed in the competition site. Additional items will be removed from the participants until after they have finished competing. Participants will demonstrate industry standards in use of equipment, tools, and techniques.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. No external rulers are allowed. Only the following tools are allowed: Vegetable peeler – paring knife – 8" or 10" French knife – cutting board and mat parchment paper and pen – prepared sanitizer – towels – gloves – ½ sheet pan – small compost/waste bucket or bowl
Food Product	Participants must bring one each of each of the following vegetables: carrot, potato, onion. No substitutions are allowed.
Time Management/Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

Knife Skills/Food Presentation
The participant will present all food items for evaluation of appearance, temperature and waste at the end of the competition. There will be no extra time allowed to complete preparation or presentation. All work must stop at the time limit. Evaluation will be based on industry standards.

Knife Cuts	A total of six (6) uniform and appropriate pieces are cut from the vegetable provided to demonstrate three (3) of the following list: Julienne; fine julienne; brunoise; fine brunoise; small, medium, large dice; paysanne; batonnet; rondelle; peel and small dice. Event evaluators will determine which three (3) cuts from specific vegetables all participants will demonstrate during the competition. Dimensions are based on the basic classical knife cuts described in American Culinary Federation (ACF) published guidelines. Knife cuts will be displayed on one (1) 1/2 sheet pan, and all cuts will be identified using the pen and parchment paper.
Overall Product Appearance and Presentation	Prepare knife cuts consistently, with appropriate proportions. Demonstrate a high quality of workmanship.

CULINARY KNIFE SKILLS
Equipment Check In Form

Name of Participant_____

State_____Participant #_____Category _____

Participants may bring a pencil to take the test. Only the following items are allowed in Culinary Knife Skills. Any additional items will not be allowed for competition and must be removed from the participant's supplies.

❑ Vegetable peeler

❑ Paring knife

❑ 8" or 10" French knife

❑ Cutting board and mat

❑ Parchment paper

❑ Pen

❑ Prepared sanitizer

❑ Towels

❑ Gloves

❑ 1/2 sheet pan

❑ Small compost/waste bucket or bowl

❑ One each: carrot, onion, and potato

Event Consultant/Volunteer Initials _____

Skill Demonstration Events
Point Summary Form
CULINARY KNIFE SKILLS

Name(s) of Participant _____

State_____ Participant #_____Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a team does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 participant together.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Check-in 0 *or* 5 points	**0** Did not attend participant check-in	**5** Attended participant check-in	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES		
Evaluator 1_____ Initials _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2_____ Initials _____	**AVERAGE EVALUATOR SCORE** (90 points possible)	
Total Score_____ divided by number of evaluators _____ **= AVERAGE EVALUATOR SCORE**	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Total)	
	FINAL RANK	
VERIFICATION OF FINAL SCORE AND RATING (please initial)		

CULINARY KNIFE SKILLS
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

SAFETY AND APPEARANCE			Points
Clothing and Appearance 0–10 points	**0–1–2–3–4** Non-professional appearance, attire and/or grooming	**5–6–7–8** Neat appearance, attire and grooming, but lacks professionalism	**9-10** Professional appearance, attire and grooming	
Safety and Sanitation 0–10 points	**0–1–2–3–4** Disregard of safety and sanitation practices, creating unsafe situation during preparation	**5–6–7–8** Shows minimal safety and sanitation concerns during preparation	**9–10** Follows all safety and sanitation practices	
Clean Up 0-5 points	**0** Work area not completely cleaned upon completion of event	**5** Work area completely cleaned upon completion of event		

FOOD PRODUCTION			
Equipment, Tools, and Techniques 0-10 points	**0–1–2–3–4** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**5-6-7-8** Selection and usage of tools/equipment occasionally lacks appropriate industry techniques	**9-10** Selects and uses all tools and equipment correctly	
Mise en place, Time Management Scraps and Waste 0–10 points	**0-1-2-3-4** Did not manage time or utilize mise en place to complete each task, excessive waste	**5-6-7-8** Managed time and mise en place to complete most tasks on time, some waste	**9-10** Utilized time and mise en place to complete each task on time, minimum waste	

KNIFE SKILLS/FOOD PRESENTATION				
Overall Product Appearance and Presentation *Consistent, correct proportions* 0-15 points	**0–1–2–3** Lacks workmanship, some of the display unacceptable proportions	**4-5-6-7** Ordinary quality of workmanship, improvement needed in proportions	**8-9-10-11** Competent workmanship, acceptable proportions	**12-13-14-15** Extremely high-quality workmanship, accurate proportions	
Knife Cut #1: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	
Knife Cut #2: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	
Knife Cut #3: _____ 0-10 points	**0-1** Incorrect cut or not uniform in size or shape	**2-3-4** Correct but pieces inconsistent in size and shape	**5-6-7** Correct cut, nearly all consistent in size and shape	**8-9-10** Correct cut, identical in size and shape	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____

TOTAL
(90 points possible)

Evaluator's Comments:

Fashion Sketch – NOT OFFERED IN 2018-2019

Fashion Sketch, an individual event, recognizes members for their ability to design and sketch a croquis based upon a provided design scenario.

EVENT CATEGORIES
■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS
See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Arts, A/V Technology & Communications

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation (participant must wear number during the event)
   ■ review time schedule
   ■ take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. At the designated participation time, the event consultant will give the participant a design scenario. Once instructed, participants have 5 minutes to brainstorm. Using the design scenario, participants will have 35 minutes to design, sketch, color croquis, and complete the Elements and Principles of Design worksheet.
4. Participants are required to bring the following supplies: 1 *file folder* (plain, of any color); colored pencils, crayons, and/or markers; erasers; pencil sharpener(s), and ruler(s). No reference materials are allowed. FCCLA will provide one copy of the Elements and Principles of Design worksheet, one croquis, and *plain paper* per participant. Participants may draw their own croquis if they choose. Croquis of various sexes, ages, and body sizes will be provided.
5. At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed croquis and completed Elements and Principles of Design worksheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed croquis and worksheet to evaluators in the *file folder*.
6. Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
7. Contents of the *file folder* will be returned to the participant with the scored rubrics.
8. Total time required for participation in this event (excluding orientation and testing) is approximately 50 minutes including brainstorming, design, sketching, croquis, completion of Elements and Principles of Design worksheet, oral presentation, and evaluator scoring.

(continued next page)

GENERAL INFORMATION

1. A table will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

FASHION SKETCH
Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Fashion Sketching

At the designated time, each participant will receive a design scenario. Participants will have 5 minutes to brainstorm about an outfit to incorporate into the scenario, 35 minutes to design, sketch, and color one outfit on a croquis. Participants will complete the Principles and Elements of Design worksheet.

Sketching Techniques	Produce a design that is neatly rendered, sketched, colored and includes extra details (zippers, stitching, buttons, seam lines, etc.)
Design Scenario	Make appropriate choices to meet the design scenario.
Elements of Design	Evidence that all four parts of the elements of design are included in the sketch—color, line, texture, and shape.
Principles of Design	Evidence that all five parts of the principles of design are include in the sketch— proportion, balance, rhythm, emphasis, and harmony.
Accessories	Incorporate accessories into sketch—jewelry, gloves, hats, sunglasses, scarves, handkerchiefs, etc.
Creative and Original Designs	Execute original thought and planned out designs of croquis.
Craftsmanship	Croquis is clean and crisp with no excessive eraser marks. Outline the croquis in black pen or pencil.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain the use of elements and principles of design in the sketch.
Content Knowledge	Show evidence of fashion design knowledge and skills. Participants may use the Elements and Principles of Design worksheet, if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Skill Demonstration Events
Point Summary Form
FASHION SKETCH

Name(s) of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/Holding Room 0 *or* 5 points	**0** Did not arrive on time for participant orientation/holding room	**5** Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
		(90 points possible)	
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE**	(Average Evaluator Score plus Room Consultant Total)	
		FINAL RANK	
VERIFICATION OF FINAL SCORE AND RATING (please initial)			

FASHION SKETCH
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

SKETCH					Points
Sketching Technique 0-15 points	**0–1–2–3** No attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**4–5–6–7** An attempt has been made to add realistic detail, shading or a variety of line to add texture and interest	**8–9–10–11** Student is able to add realistic detail, shading or a variety of line to add texture and interest	**12–13–14–15** Drawing techniques are applied in an expressive, thoughtful manner to add realistic detail, shading or a variety of lines to add texture and interest	
Design Scenario 0-3 points	**0** The situation was not taken into consideration when planning the outfit	**1-2** Situation was somewhat considered, but not fully realized in the planning of the outfit	**3** Situation was taken into consideration when planning this outfit		
Elements of Design **0-14 points**	**0-1-2-3** Only one element was utilized in the outfit	**4-5-6-7** Only two out of the four elements were visible in the outfit	**8-9-10-11** Only three out of the four elements were visible in the outfit	**12-13-14** It was evident that color, shape, texture, and line all played a role in designing the outfit	
Principles of Design 0-14 points	**0-1-2-3** Only one principle was utilized in the outfit	**4-5-6-7** Only two or three out of the five elements were visible in the outfit	**8-9-10-11** Only four out of the five elements were visible in the outfit	**12-13-14** It was evident that balance, rhythm, proportion, emphasis and harmony all played a role in designing the outfit	
Accessories 0-3 points	**0** No evidence of accessories	**1** One accessory was used	**2** Accessories were used to complement the outfit, but were not various in assortments	**3** Accessories were creatively used to complement the basic outfit. Various types of accessories were included	
Creative and Original Design 0-3 points	**0** Design shows little or no evidence of original thought	**1** Design lacks sincere originality	**2** Design demonstrates originality	**3** Design demonstrates a unique level of originality	
Craftsmanship 0-3 points	**0** Final sketch is not outlined. There are excessive erase marks. Lacks neat and clean presentation	**1** Final figure somewhat outlined. There are some eraser marks on sketch. It is neat and somewhat clean presentation	**2** Final figure mostly outlined with eraser marks not apparent. There are some small scuffs or other markings on paper. It is a neat and clean presentation	**3** Final figure outlined with eraser marks not apparent. There are no scuffs or other markings on paper. It is a neat and clean presentation	
ORAL PRESENTATION					
Organization/Delivery 0-10 points	**0-1-2** Presentation is not completed or does not explain the elements and principles of design	**3-4-5** Presentation covers all project elements and principles of design, however with minimal explanation	**6-7-8** Presentation gives complete information the elements and principles of design, however it does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of fashion design concepts is evident and shared at times during the presentation	**5** Knowledge of fashion design concepts is evident and incorporated throughout the presentation	
Voice 0-5 points	**0** No voice qualities are used effectively	**1-2** Voice quality is adequate	**3-4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	

Fashion Sketch (continued)

	0	1-2	3-4	5	Points
Body Language/Clothing Choice 0- 5points	Body language shows nervousness and unease/inappropriate clothing	Body language shows minimal amount of nervousness/ appropriate conference attire	Body language portrays participant at ease/ appropriate conference attire	Body language enhances the presentation/ appropriate conference attire	
Grammar/Word Usage Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Responses to questions did not indicate adequate understanding of skills needed	Responses to questions were appropriate and reflect good understanding of skills needed	Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(90 points possible)

Evaluator's Comments:

Elements and Principles of Design Worksheet

Name of Participant_____ State_____ Category _____

To be completed by participant at the designated participation time. Place completed worksheet in file folder, along with completed croquis, and provide to evaluators following the oral presentation.

Elements of Design

Element	Explain Element and how it has been incorporated in the sketch
Line	
Shape	
Texture	
Color	

Principles of Design

Principle	Explain the Principle and how it has been utilized in the sketch
Proportion	
Balance	
Emphasis	
Rhythm	
Harmony	

FCCLA Creed Speaking & Interpretation- NOT OFFERED IN 2018-2019

FCCLA Creed Speaking & Interpretation, an individual event, recognizes first-year members through grade 9 for their ability to recite the FCCLA creed and interpret it within the context of their personal philosophy. This event provides an opportunity for members to gain self-confidence in public speaking while learning the values and philosophy expressed by the organization in which they hold membership.

EVENT CATEGORIES
- Junior through grade 9, New 1st year members only

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Arts, A/V Technology and Communications
- Human Services

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in the junior category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any first year nationally affiliated FCCLA member through grade 9.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   - be given a brief overview of the event
   - draw an identification number indicating the order of participation (participant must wear number during the event)
   - review time schedule
   - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil for taking their test.
4. At the designated time, an event volunteer will introduce each participant by number and name only. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.
5. The individual participant will recite the creed from memory to the evaluators. There is a maximum of 2 minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over.
6. Participants may not use note cards. No other presentation elements such as music or *visuals* are allowed.
7. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.
8. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
9. Total time required for participation in this event is approximately 10 minutes including presentation, questions, and evaluator scoring.

(continued next page)

GENERAL INFORMATION
1. No additional set-up is provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

FCCLA CREED SPEAKING
& INTERPRETATION
Specifications

Testing
A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Presentation and Interview
At the designated time, an event volunteer will introduce each participant by number and name only. The participant may not offer introductory remarks or concluding remarks. The participant will greet or thank the evaluators and shake their hands either before or after their event presentation.

The individual participant will recite the creed from memory to the evaluators. There is a maximum of two (2) minutes for the creed presentation. Once the participant has begun reciting the creed, he/she may not stop and start over. At the conclusion of the creed presentation, the evaluators will ask the participant to answer three (3) questions concerning the meaning of the creed and how the creed fits the participant's personal philosophy. There will be a 3-minute time limit for questions and answers.

Creed Memorization	Orally deliver the FCCLA creed in the correct order and with all the correct words.
Stage Presence/ Professionalism	Deliver creed and interpretation with poise, confidence and ease. Greet or thank evaluators and shake their hands in a *professional* manner.
Gestures/Mannerisms	Use appropriate gestures, movements that enhance the presentation.
Posture	Stand straight and face the *audience* in a relaxed and natural way.
Eye Contact	Maintain eye contact with evaluators and *audience*.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics.
Voice	Speak with appropriate force, pitch, and articulation.
Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Volume	Speak loudly enough to be heard by all throughout the presentation.
Clothing Choice	Wear clothing that meets the conference dress code.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in both creed presentation and interpretation responses.
Interpretation and Responses to Questions	Answer questions with concise, well-constructed, honest responses, and places the answers in context of their personal philosophy.

Skill Demonstration Events
Point Summary Form
FCCLA CREED SPEAKING & INTERPRETATION

Name of Participant_____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/Holding Room 0 *or* 5 points	**0** Did not arrive on time for participant orientation/holding room	**5** Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
		(90 points possible)	
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE**	(Average Evaluator Score plus Room Consultant Total)	
		FINAL RANK	

VERIFICATION OF FINAL SCORE AND RATING (please initial)

FCCLA CREED SPEAKING & INTERPRETATION
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

PRESENTATION

Creed Memorization 0–15 points	**0–1–2** Attempted to recite the creed, started but did not finish	**3–4–5–6** Recited the creed but omitted one or more sentences	**7–8–9** Recited the creed but not in the correct order	**10–11–12** Recited the creed in correct order, with 2 errors or omissions	**13-14-15** Recited the creed in correct order with no more than 1 error or omission
Stage Presence/ Professionalism 0–15 points	**0–1–2** Delivery and interpretation was shaky, overly nervous, or overaggressive did not greet or thank evaluators and shake hands	**3–4–5–6** Fair delivery and interpretation, somewhat nervous, poise and confidence, and interaction with evaluators needs improvement	**7–8–9** Good delivery, interpretation and poise, though did not greet or thank evaluators	**10–11–12** Good delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner	**13-14-15** Excellent delivery and interpretation, speaks with poise, confidence and ease. Greeted or thanked evaluators and shook hands in a professional manner
Gestures/ Mannerisms 0–5 points	**0** None used	**1-2** Overuse of hand motions, too much movement	**3-4** Limited use of gestures	**5** Gestures appear natural and are appropriate	
Posture 0–5 points	**0** Poor posture, turns away from audience	**1-2** Leans, sways, slouches, or posture is very tense	**3-4** Generally good posture and faces audience	**5** Straight posture, relaxed and faces audience	
Eye Contact 0–5 points	**0** No eye contact with evaluators or audience	**1-2** Limited eye contact with evaluators or audience	**3-4** Inconsistent eye contact with evaluators or audience	**5** Good eye contact with evaluators or audience	
Enthusiasm 0- 5 points	**0** No enthusiasm for the presentation	**1-2** Very little use of facial expression or body language. Did not generate much interest in topic	**3-4** Facial expressions are body language are used to try to generate enthusiasm but seem somewhat forced	**5** Facial expressions are body language sometimes generate a strong interest and enthusiasm about the topic in others	
Voice 0–5 points	**0** Monotone voice, no difficult to understand words	**1-2** Below average use of emphasis, pitch and articulation	**3-4** Good use of emphasis, pitch, and articulation	**5** Excellent use of force, emphasis, pitch, and articulation	
Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were very distracting	**1-2** Tempo or pauses were not used to improve meaning or dramatic impact	**3-4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact	
Volume 0–5 points	**0** Unable to hear the presentation	**1-2** Volume often too soft to be heard by all	**3-4** Volume is loud enough to be heard by all at least 80% of the time	**5** Volume is loud enough to be heard at least 90% of the time	
Clothing Choice 0-5 points	**0** Inappropriate clothing not meeting dress code	**1-2** Appropriate conference attire but clothing is wrinkled, ill fitting, or stained	**3-4** Appropriate conference attire	**5** Appropriate conference attire, fits well and gives best impression	

FCCLA Creed Speaking & Interpretation Rubric (continued)

	0	1-2	3-4	5	
Grammar/Word Usage/ Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0-1-2	3-4-5-6	7-8-9	10-11-12	13-14-15	
Interpretation and Responses to Questions 0-15 points	Does not respond to questions	Answers but fails to elaborate or explain, or shows little understanding of the Creed	Appropriate responses but appear rehearsed, unsure, or does not reflect good understanding of the Creed	Concise, well-constructed, and genuine responses that convey thought, meaning and understanding of the Creed	Concise, well-constructed and genuine responses that convey thought, meaning and understanding of the Creed within the context of their personal philosophy	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(90 points possible)

Evaluator's Comments:

Impromptu Speaking

Impromptu Speaking, an individual event, recognizes participants for their ability to address a topic relating to FCCLA and Family and Consumer Sciences without prior preparation. The ability to express one's thoughts in an impromptu situation while maintaining poise, self-confidence, logical organization of point, and conversational speaking are important assets in family, career and *community* situations.

EVENT CATEGORIES
■ Junior: through grade 9   ■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Arts, A/V Technology and Communications
■ Human Services

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES AND TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation
   ■ review time schedule
   ■ take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Following the test, the participant will select a topic. The participant may see the three topics before choosing one to use. The topics will relate to FCCLA purposes, activities, current programs and/or Family and Consumer Sciences topics.
4. Participants may not bring reference materials for use during the 10-minute preparation period.
5. One 4" x 6" card may be used during the preparation and performance. Information may be written on both sides of the note card. The note card must be left with the event coordinator at the conclusion of the oral presentation.
6. An event volunteer will introduce each participant. The participant will introduce the speech topic by title only.
7. Each speech should be 4 minutes in length. A 1-minute warning will be given at 3 minutes. Participants will be asked to stop at 4 minutes.
8. Evaluators will score and write comments for each entry for approximately 5 minutes.
9. Total time required for participation in this event is approximately 25 minutes including testing, preparation time, presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table and lectern will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

IMPROMPTU SPEAKING
Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Oral Presentation

The oral presentation may be up to 4 minutes in length and is delivered to evaluators. The presentation should be based upon the topic chosen and should not be scripted.

Introduction	Uses creative methods to capture *audience* attention.
Relationship to Family and Consumer Sciences and/or Related Careers	Reflect views and knowledge of issues related to areas of Family and Consumer Sciences and/or related careers.
Relationship to FCCLA Purposes, Programs, and/or Activities	Referenced FCCLA purposes, programs, or activities in relationship to the chosen topic.
Purpose and Focus	Establishes a purpose early in the presentation and maintains a clear focus throughout the oral presentation.
Idea Organization	Ideas effectively organized and remain aligned with chosen topic.
Topic Development	Fully addresses the chosen topic and the oral presentation is not scripted.
Summary/Ending	Summarize major points related to the chosen topic.
Delivery: Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topics in others.
Delivery: Tempo	Use tempo or pauses to improve meaning and/or add dramatic impact.
Delivery: Volume	Speak loudly enough to be heard by all throughout the presentation.
Delivery: Eye Contact	Maintain eye contact with evaluators and *audience*.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

Name(s) of Participant _____

State_____Participant #_____Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Check-in 0 _or_ 5 points	**0** Did not attend participant check-in	**5** Attended participant check-in	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
FINAL RANK	

IMPROMPTU SPEAKING
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

ORAL PRESENTATION

Introduction 0–7 points	**0** No obvious introduction	**1-2** Introduction not effective in capturing attention	**3-4-5** Somewhat creative and attention getting	**6-7** Introduction captured attention immediately	

Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared	**5** Knowledge of career and FCS relationship is evident and explained well
Relationship to FCCLA Programs, Purposes and Activities 0-15 points	**0** No evidence of relationship to FCCLA	**1-2-3** Referenced FCCLA purposes, programs, or activities but not in relation to topic	**4-5-6** Used 1 example of FCCLA purposes, programs or activities in relation to topic	**7-8-9** Used 2 examples of FCCLA purposes, programs, or activities in relation to topic	**10-11-12** Used 3 or more examples of FCCLA purposes, programs, or activities in relation to topic	**13-14-15** Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic

Purpose and Focus 0–7 points	**0** Purpose and focus is missing	**1-2** Purpose and focus is weak and difficult to figure out	**3-4-5** Purpose and focus is implied, but fairly clear	**6-7** Establishes a purpose early and maintains focus for most of presentation	
Idea Organization 0–7 points	**0** Ideas not organized, hard to follow, audience left confused by disorganization	**1-2** Ideas lack coherence, consistency and flow, audience makes assumptions to follow	**3-4-5** Ideas mostly coherent but not clearly supported in project flow, portions are hard to follow	**6-7** Ideas mostly coherent and organized, project flow is easily followed	
Topic Development 0–7 points	**0** Presentation is not related to chosen topic	**1-2** Very little relationship between presentation and chosen topic	**3-4-5** Presentation somewhat centers on chosen topic	**6-7** Topic is generally addressed and developed	
Summary/Ending 0–7 points	**0** Ending is abrupt, weak, or missing	**1-2** Ending is somewhat developed, but does not provide closure	**3-4-5** Ending meets average audience expectations	**6-7** Ending is creative and closes the project well	
Delivery: Enthusiasm 0–5 points	**0** No enthusiasm for presentation	**1-2** Very little use of facial expressions or body language. Did not generate must interest in topic	**3-4** Facial expressions and body language are used to try to generate enthusiasm, but not genuine	**5** Facial expressions and body language sometimes generate a strong interest and enthusiasm about topic	
Delivery: Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were very distracting	**1-2** Tempo or pauses were not used to improve meaning or dramatic impact	**3-4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact	
Delivery: Volume 0–5 points	**0** Unable to hear the presentation	**1-2** Volume often too soft to be heard	**3-4** Volume is loud enough to be heard at least 80% of the time	**5** Volume is loud enough to be heard at least 90% of the time	
Delivery: Eye Contact 0–5 points	**0** No eye contact with evaluators	**1-2** Limited eye contact	**3-4** Inconsistent eye contact	**5** Good eye contact	
Body Language/ Clothing Choice 0–5 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1-2** Body language shows minimal amount of nervousness/ clothing is appropriate	**3-4** Body language portrays participant at ease and clothing is professional	**5** Body language and clothing choice both enhance the presentation	

Impromptu Speaking (continued)

	0	1–2	3–4	5	
Grammar/Word Usage/Pronunciation 0–5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3–5) grammatical and pronunciation errors	Few (1–2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
Time 0–5 points	Presentation is less than 1 minute	Presentation is less than 2 minutes	Presentation is between 2 and 2:59 minutes in length	Presentation is 3–4 minutes in length	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**

(90 points possible)

Evaluator's Comments:

Interior Design Sketch

Interior Design Sketch, an individual event, recognizes members for their ability to problem solve, design, and sketch an interior design space using the provided interior design scenario.

EVENT CATEGORIES
■ Senior: grades 10–12 ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Architecture & Construction
■ Arts, A/V Technology and Communications
■ Science, Technology, Engineering & Mathematics

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Members must be affiliated at the time of event registration.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation
   ■ review time schedule
   ■ take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Participants are allowed to bring a pencil for taking their test.
3. At the designated participation time, the event consultant will give the participant a design problem. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, draw the circulation patterns for the overall plan, and complete the Floor Plan Evaluation Sheet.
4. Participants are required to bring the following supplies: 1 file folder (plain, of any color); pencil; blue, green and red colored pencils; erasers; pencil sharpener(s), and architect scale(s). No reference materials are allowed. FCCLA will provide one copy of the Floor Plan Evaluation Sheet, graph paper, furniture symbol chart, and floor plan per participant. Participants may bring their own graph paper if they choose.
5. At the designated time, participants will deliver an oral presentation of up to 5 minutes in length, using the completed sketch and completed Floor Plan Evaluation Sheet. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Following the oral presentation, the participant will provide the completed sketch, floor plan, and worksheet to evaluators in the file folder.
6. Evaluators have up to 5 minutes to ask questions, score, and write comments for each entry. The decision of the evaluators is final.
7. Contents of the file folder will be returned to the participant with the scored rubrics.
8. Total time required for participation in this event (excluding orientation and testing) is approximately 45 minutes including sketching and completion of Floor Plan Evaluation Sheet, oral presentation, and evaluator scoring.

GENERAL INFORMATION

1. A table will be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
4. Printable online certificates of participation will be available on the FCCLA national website. Participants placing 1st, 2nd, and 3rd will receive awards at the National Cluster Meeting during the Closing General Session.
5. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
6. Participants should follow the approved conference dress code for participation in this event.

INTERIOR DESIGN SKETCH
Specifications

Interior Sketching

At the designated participation time, the event consultant will give the participant a design problem and a residential or commercial floor plan. Once instructed, participants have 35 minutes to sketch, for one identified room, a floor plan to scale with furniture arrangements, and complete the Floor Plan Evaluation Sheet.

Floor Plan Drawn to Scale	Produce a floor plan for the identified room correctly drawn to a consistent ¼" =1' scale, with all architectural features indicated appropriately. Add, move, or remove doorways and windows, if desired. The dimensions of the room or its location in the provided floor plan cannot be changed.
Furniture Arrangements	Roughly sketch in furniture arrangements, to scale, for the identified room only. Arrangement will reflect appropriate furniture arrangement and includes balance/form, focal point/emphasis, line/harmony, and proportion. Grouping arrangements are appropriate for normal conversations.

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. Evaluators will ask questions following the presentation.

Oral Presentation	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. This delivery will need to explain how the design solves the problem, functions well, and address circulation patterns and appropriate furniture arrangement.
Content Knowledge	Show evidence of interior design knowledge and skills. Participants may use the Floor Plan Evaluation worksheet, if desired.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Skill Demonstration Events
Point Summary Form
INTERIOR DESIGN SKETCH

Name of Participant_____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/Holding Room 0 or *5* points	**0** Did not arrive on time for participant orientation and/or competition	**5** Arrived on time for participant orientation and/or competition	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES		
Evaluator 1_____	Initials _____	**ROOM CONSULTANT TOTAL** (10 points possible)
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE** (90 points possible)
Total Score_____	divided by number of evaluators	**FINAL SCORE** (Average Evaluator Score plus Room Consultant Total)
_____	**= AVERAGE EVALUATOR SCORE**	**FINAL RANK**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

INTERIOR DESIGN SKETCH
Rubric

Name of Participant

_____

State _____   Participant # _____   Category _____

SKETCHING				Points
Floor Plan Drawn to Scale 0–10 points	**0-1-2** Scale not used, architectural features incorrect, and/or dimensions incorrect	**3-4-5-6-7** ¼" scale used, but not consistently. Some architectural features shown and drawn, dimensions mostly correct	**8-9-10** ¼" scale used consistently. All architectural features shown and drawn correctly with correct dimensions	
Furniture Arrangement 0–15 points	**0** No furniture arrangement shown	**1-2-3-4-5** Arrangement negatively impacts circulation, does not reflect identified principles of design	**6-7-8-9-10** Arrangement positively impacts circulation or reflects identified principles of design, but not both	**11-12-13-14-15** Arrangement positively impacts circulation and reflects identified principles of design	
Floor Plan Evaluation Sheet – Identified Room 0–20 points	**0-1-2-3-4-5** Did not attempt or provided very limited information	**6-7-8-9-10** Design choices are somewhat explained but show limited understanding of design problem	**11-12-13-14-15** Design choices are explained and show general understanding of design problem	**16-17-18-19-20** Design choices are explained fully and reflect thorough understanding of design problem	
Floor Plan Evaluation Sheet - Overall 0–10 points	**0-1-2** Did not attempt or provided very limited information	**3-4-5** Responses mostly appropriate but reflect limited understanding	**6-7-8** Responses appropriate and reflect general understanding	**9-10** Responses appropriate and reflect thorough understanding	

ORAL PRESENTATION				
Organization/ Delivery 0-10 points	**0-1-2** Presentation is not completed or not explained well	**3-4-5** Presentation covers all project elements, with minimal explanation	**6-7-8** Presentation gives complete information; it does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Content Knowledge 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of interior design concepts is evident and shared at times during the presentation	**5** Knowledge of interior design concepts is evident and incorporated throughout the presentation	
Voice 0-5 points	**0** No voice qualities are used effectively	**1-2** Voice quality is adequate	**3-4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1-2** Body language shows minimal amount of nervousness/ appropriate conference attire	**3-4** Body language portrays participant at ease/appropriate conference attire	**5** Body language enhances the presentation/ appropriate conference attire	
Grammar/Word Usage/ Pronunciation 0-5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1-2** Some (3-5) grammatical and pronunciation errors	**3-4** Few (1-2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1-2** Responses to questions did not indicate adequate understanding of skills needed	**3-4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

TOTAL
(90 points possible)

Evaluator _____   Room Consultant _____   Event Consultant _____

Evaluator's Comments:

Floor Plan Evaluation Sheet

Name of Participant _____ State _____ Category _____

Place completed worksheet in file folder, along with floor plan and sketch.

Answer the following questions for the one room identified in the design problem.	
Explain how you addressed the following with your furniture arrangement choices.	
1 - Balance and Form	
2 - Focal Point or Emphasis	
3 - Line and Harmony	
4 - Proportion	
Answer the following questions for the overall floor plan.	
Explain any recommended changes to the floor plan to meet the needs identified in the design scenario.	

Interviewing Skills

Interviewing Skills, an individual event, recognizes members for their ability to prepare employment materials and utilize job interviewing skills for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing Family and Consumer Sciences knowledge and skills. This event provides an opportunity for members to gain self-confidence and demonstrate job seeking skills.

EVENT CATEGORIES
■ Junior: through grade 9   ■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Arts, A/V Technology and Communications
■ Human Services

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Members must be affiliated at the time of event registration.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation
   ■ review time schedule
2. take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
3. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Participants are allowed to bring a pencil for taking their test.
4. At the designated time, an event volunteer will direct the participant to their interview table.
5. The individual participant will provide a completed resume and cover letter to the evaluator. No other presentation elements are allowed.
6. The evaluator has 5 minutes to review the documents, and 5 minutes to conduct the interview using a combination of common interview questions and questions generated by a review of the individual resume and cover letter.
7. Evaluator will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
8. Total time required for participation in this event is approximately 15 minutes including presentation, questions, and evaluator scoring.

GENERAL INFORMATION

1. Participants must apply for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.
2. A table and 2 chairs will be provided (one for participant, one for evaluator). Multiple interviews will take place in the same room.
3. Spectators are not allowed.
4. Participants are not allowed to discuss the event with other participants after competing. Doing so will result in disqualification.
5. Printable online certificates of participation will be available on the FCCLA national website. Participants placing 1st, 2nd, and 3rd will receive awards at the National Cluster Meeting during the Closing General Session.
6. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
7. Participants should follow the approved conference dress code for participation in this event.

INTERVIEWING SKILLS
Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Cover Letter and Resume

Each participant will provide a cover letter and resume, reflecting their current skills and education. The job applied for must be for an entry level position in an area of Family and Consumer Sciences and/or related occupations utilizing the participant's current Family and Consumer Sciences knowledge and skills, and the position must match the participant's current level of education.

Cover Letter	Maximum of one 8 ½" x 11" page in length, using appropriate layout, spacing, alignment, and letter format. Includes opening paragraph indicating position for which applying, and what is included with the letter; middle paragraph with strengths, skills, knowledge and personality characteristics highlighted; and closing paragraph with request for interview, providing contact information.
Resume	Maximum of two 8 ½" x 11" pages in length, using appropriate layout, spacing, alignment, and formatting, using reverse chronological order (most recent listed first). References are not required.
Overall Appearance and Neatness	Use consistent font style and appropriate font size for readability. Resume is typed, clean, and in good condition.
Resume Criteria	Include the following information: • participant name and school contact information • career objective • education and training • work and volunteer experience, relevant skills • activities, honors and awards
Spelling/Grammar	Use proper spelling, punctuation, capitalization, word usage, and grammar.

Interview

The interview will be up to 5 minutes in length, using common interview questions and questions generated by review of the individual cover letter and resume.

Introduction and First Impression	Create a positive first impression by greeting evaluator with firm handshake, appropriate eye contact and smile, and initiates introduction. Include the name of the position in the introduction.
Gestures/Mannerisms	Use natural and appropriate gestures and movements during interview.
Posture	Maintain appropriate posture during interview.
Eye Contact	Maintain eye contact with evaluator throughout interview.
Voice	Speak with appropriate volume and articulation.
Appearance	Clothing meets the conference dress code and is neat, pressed, clean, and fits properly. Professional appearance and grooming.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation in interview responses.
Responses to Evaluator Questions	Provide clear and concise answers to interview questions.
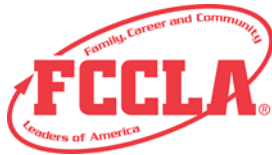
Skill Demonstration Events
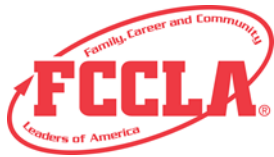## Point Summary Form
INTERVIEWING SKILLS

Name of Participant_____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, 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 participant together.
3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.
4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation 0 *or* 5 points	**0** Did not arrive on time for participant orientation and/or competition	**5** Arrived on time for participant orientation and/or competition	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
		EVALUATOR SCORE	
		(90 points possible)	
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE**	(Evaluator Score plus Room Consultant Total)	
		FINAL RANK	
VERIFICATION OF FINAL SCORE AND RATING (please initial)			

INTERVIEWING SKILLS
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

COVER LETTER AND RESUME					Points
Cover Letter 0–10 points	**0** Not provided	**1-2-3** Does not use appropriate layout, spacing/alignment, or format, or missing opening, middle or closing paragraph content	**4-5-6** Minimal information is provided but letter is not well written or organized, inconsistent formatting	**7-8-9** Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information	**10** Appropriate layout, spacing/alignment and format. Opening, middle, and closing paragraphs contain required information, is well written and organized and presents participant as strong candidate for position	
Resume Organization 0–10 points	**0** Not provided	**1-2-3** Name or contact information missing/unclear, sections not clear or missing, no clear patterns in how experiences listed	**4-5-6** Name and contact information incomplete, inconsistent section titles/dates/ locations, inconsistent use of reverse chronological order	**7-8-9** Name and contact information listed on top, titles/dates/locations listed, reverse chronological order followed	**10** Name and contact information listed on top, section titles/dates/locations consistent and clear, experiences listed in reverse chronological order	
Resume Content 0-10 points	**0** Not provided	**1-2-3** Education section incomplete, no use of outcomes/ accomplishments, too wordy, information irrelevant to position	**4-5-6** Education section unclear, statements repetitive or not well developed, ineffective descriptions, not targeted to position	**7-8-9** Education section complete, accomplishments included, concise wording, keywords/skills somewhat targeted to position	**10** Education section complete, well developed accomplishment statements, concise and descriptive wording used, keywords/skills targeted to position	
Overall Appearance and Neatness 0–5 points	**0** Damaged and unprofessional documents	**1-2** Documents are not neat, have inconsistent formatting, or illegible.	**3-4** Neat, legible, inconsistent formatting.	**5** Consistent style and formatting, neat, legible, and professional.	
Resume Criteria 0–5 points	**0** Contains 3 or less of listed criteria	**1-2** Contains 4-6 of the listed criteria	**3-4** Contains 7 of the 9 listed criteria	**5** Contains name, address, contact information, objective, education and training, qualification highlights, work history and relevant experience, activities, honors and awards	
Spelling/Grammar 0–5 points	**0** Extensive (more than 5) errors	**1-2** Some (3-5) errors	**3-4** Few (1-2) errors	**5** No errors	
INTERVIEW					
Introduction and First Impression 0-5 points	**0** No introduction or greeting	**1-2** Does not shake hands, minimal eye contact, does not initiate introduction	**3-4** Weak or overly strong handshake, adequate eye contact and smile, and initiates introduction	**5** Firm handshake, good eye contact and smile, initiates introduction, and includes name of position	

	0	1	2	3	
Gestures/ Mannerisms 0–3 points	0 Inappropriate use of gestures or mannerisms	1 Overuse of gestures or mannerisms	2 Appropriate use of gestures/mannerisms	3 Natural and appropriate use of gestures/mannerisms	
Posture 0–3 points	0 Inappropriate use of posture, not professional	1 Too stiff or too relaxed in posture	2 Posture is appropriately used	3 Posture indicates interest in interview and is professional	
Eye Contact 0–3 points	0 Little or no eye contact	1 Aggressive or unnatural eye contact throughout interview	2 Inconsistent eye contact throughout interview	3 Maintains appropriate eye contact throughout entire interview	
Voice 0–3 points	0 Voice qualities not used effectively	1 Voice quality is overly loud or quiet, not well articulated	2 Voice quality is inconsistent in volume and articulation	3 Voice quality is appropriate in volume and articulation	
Appearance 0–3 points	0 Meets dress code, clothing is wrinkled or dirty, personal appearance/grooming is not professional	1 Meets dress code, clothing is clean but not pressed or fits improperly, or inconsistent personal appearance/grooming	2 Meets dress code, clothing is clean and pressed, personal appearance/grooming is mostly professional	3 Meets dress code, clothing is pressed and clean, fits well, and personal appearance/grooming is professional	

	0	1-2	3-4	5	
Grammar/Word Usage/ Pronunciation 0-5 points	0 Extensive (more than 5) grammatical or pronunciation errors	1-2 Some (3-5) grammatical and pronunciation errors	3-4 Few (1-2) grammatical and pronunciation errors	5 No grammatical or pronunciation errors	

	0	1-2-3-4-5	6-7-8-9-10	11-12-13-14-15	16-17-18-19-20	
Responses to Evaluator Questions 0-20 points	0 Does not answer questions or participate in interview	1-2-3-4-5 Interview is brief, participant does not carry on a conversation or is unable to answer questions, does not understand position	6-7-8-9-10 Participant answers most questions well, but without ease or accuracy	11-12-13-14-15 Participant is poised, answers questions well, and gives appropriate responses	16-17-18-19-20 Participant is confident and poised, personable, answers questions appropriately and without hesitation	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**

(90 points possible)

Evaluator's Comments:

Speak Out for FCCLA-NOT OFFERED IN 2018-2019

Speak Out for FCCLA, an individual event, recognizes members for their ability to utilize marketing and public speaking skills to promote Family and Consumer Sciences and FCCLA membership through participation in the FCCLA national program Power of One unit, "Speak Out for FCCLA."

EVENT CATEGORIES
■ Junior: through grade 9   ■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Arts, A/V Technology and Communications
■ Human Services

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must have completed the "Speak Out for FCCLA" unit of the FCCLA national program, Power of One. Completion verification is the responsibility of the local chapter adviser and is not required to be submitted to National FCCLA.
4. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation
   ■ review time schedule
   ■ take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time during orientation, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/ holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, and presentation promotional materials (if required).
4. At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or *visuals*. Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.
5. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
6. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

SPEAK OUT FOR FCCLA
Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Oral Presentation

At the designated time, an event volunteer will introduce each participant by number and name only. Participants have up to 5 minutes to set up for their presentation, but others may not assist. No electrical access or wall space will be available.

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the Speak Out for FCCLA project and utilize marketing and promotional *content* (membership posters, brochures, video *content*, etc.) as *visuals*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Promotion of Family and Consumer Sciences and FCCLA	Describe the efforts taken to promote the family and consumer sciences program and FCCLA through the project. Include information on life skills, and college and career readiness benefits of involvement in Family and Consumer Sciences and FCCLA.
Use of the FCCLA Planning Process	Explain how each step of the FCCLA *Planning Process* was used to implement the project.
Project Impact on Personal Leadership Skills	Describe how the project has impacted your personal leadership skills.
Quality and Use of Marketing and Promotional Content/Visuals	Create quality marketing and promotional *content* that effectively support the Speak Out for FCCLA project and membership.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, work usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the impact of the project. Questions are asked after the presentation.

Skill Demonstration Events
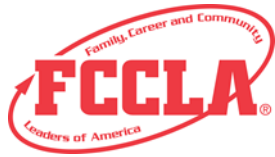## Point Summary Form
SPEAK OUT FOR FCCLA

Name of Participant_____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/Holding Room 0 *or* 5 points	**0** Did not arrive on time for participant orientation/holding room	**5** Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
FINAL RANK	

SPEAK OUT FOR FCCLA
Rubric

`

Name of Participant _____

State _____   Participant # _____   Category _____

ORAL PRESENTATION					Points
Organization/Delivery 0-10 points	**0–1–2** Presentation is not done or does not cover all project elements	**3-4-5** Presentation covers all project elements though with minimal information	**6-7-8** Presentation gives complete information though does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Promotion of Family and Consumer Sciences and FCCLA 0–15 points	**0–1–2–3** Very little effort to promote FCS and FCCLA	**4–5–6–7** Efforts to promote FCS and FCCLA did not include college and career readiness information	**8–9–10–11** Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	**12–13–14–15** Excellent promotion of FCS and FCCLA in terms of college and career readiness, as well as other life skills	
Use of the FCCLA Planning Process 0–15 points	**0–1–2–3** Inadequate explanation or omission of use of the planning process	**4–5–6–7** Minimal explanation of how the planning process was used	**8–9–10–11** Good explanation of how the planning process was used	**12–13–14–15** Fully explained how each step of the planning process was used	
Project Impact on Personal Leadership Skills 0–15 points	**0–1–2–3** Inadequate description or omission in presentation	**4–5–6–7** Minimal description of project impact on personal leadership skills	**8–9–10–11** Good explanation of project impact on personal leadership skills	**12–13–14–15** Fully described impact of project on personal leadership skills	
Quality and Use of Marketing and Promotional Content/Visuals 0–15 points	**0–1–2–3** Content and quality of promotion materials is poorly executed	**4–5–6–7** Content and quality of promotional materials is inconsistently executed	**8–9–10–11** Content and quality of promotional materials is well executed	**12–13–14–15** Content and quality of promotional materials is highly executed and could serve as a model for others	
Voice 0–5 points	**0** No voice qualities are used effectively	**1–2** Voice quality is adequate	**3–4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–5 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1–2** Body language shows minimal amount of nervousness/appropriate conference attire	**3–4** Body language portrays participant at ease/ appropriate conference attire	**5** Body language enhances the presentation/appropriate conference attire	
Grammar/ Word Usage/ Pronunciation 0–5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1–2** Some (3–5) grammatical and pronunciation errors	**3–4** Few (1–2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1–2** Responses to questions did not indicate adequate understanding of skills needed	**3–4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   (90 points possible)   **TOTAL**

Evaluator's Comments:

#TeachFCS

#TeachFCS, an individual event, will showcase participants' marketing and public relations skills to plan and implement a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice. A minimum of 3 promotional activities must be planned and implemented prior to competition.

EVENT CATEGORIES

■ Junior: through grade 9   ■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education and Training
- Human Services

ELIGIBILITY

1. Each chapter may submit up to three (3) entries in this event. Entries at participating Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS

1. Participants must attend an event orientation session where they will:
   - be given a brief overview of the event
   - draw an identification number indicating the order of participation
   - review time schedule
   - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org
2. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, and project materials.
3. At the designated participation time, participants will have up to 5 minutes to set up any presentation materials or *visuals*. Oral presentation may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes. Participants may use note cards.
4. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
5. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are not allowed to observe this event.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

#TeachFCS
Specifications

Testing

A 5 minute, 10-question test on general FCCLA knowledge will be given prior to the participant planning time. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank.

Oral Presentation

At the designated time, an event volunteer will introduce each participant. Participants have up to 5 minutes to set up for their presentation, but others may not assist. No electrical access or wall space will be available.

Participants will create a week-long public relations project to encourage teaching Family and Consumer Sciences Education as a potential career choice. Activities may include, but are not limited to social media activities, displays and exhibits, group presentations, and college and career fairs. The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the week-long #TeachFCS project and utilize project promotional content (posters, display, websites, audiovisual content, etc.) as *visuals*.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Promotion of Family and Consumer Sciences and FCCLA	Describe the efforts taken to promote the family and consumer sciences program and FCCLA through the project. Include information on life skills, and college and career readiness benefits of involvement in Family and Consumer Sciences and FCCLA.
Use of the FCCLA Planning Process	Explain how each step of the FCCLA *Planning Process* was used to implement the project.
Promotional Activities and Plan	Describe the promotional activities for the project, and include the daily activity plan. A minimum of 3 promotional activities must be planned and implemented prior to competition. All activities must relate to encourage FCS Education as a career choice. Create quality promotional activities that effectively promote the project and could serve as a model for other campaigns.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, work usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the impact of the project. Questions are asked after the presentation.

Skill Demonstration Events
Point Summary Form
#TeachFCS

Name of Participant _____

State _____ Participant # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation/Holding Room 0 *or* 5 points	**0** Did not arrive on time for participant orientation/holding room	**5** Arrived on time for participant orientation/holding room	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
FINAL RANK	

Name of Participant _____

State _____   Participant # _____   Category _____

ORAL PRESENTATION					Points
Organization/Delivery 0-10 points	**0–1–2** Presentation is not done or does not cover all project elements	**3-4-5** Presentation covers all project elements though with minimal information	**6-7-8** Presentation gives complete information though does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Promotion of Family and Consumer Sciences and FCCLA 0–15 points	**0–1–2–3** Very little effort to promote FCS and FCCLA	**4–5–6–7** Efforts to promote FCS and FCCLA did not include college and career readiness information	**8–9–10–11** Efforts to promote FCS and FCCLA included some college and career readiness information, and life skills	**12–13–14–15** Excellent promotion of FCS and FCCLA in terms of college and career readiness, as well as other life skills	
Use of the FCCLA Planning Process 0–15 points	**0–1–2–3** Inadequate explanation or omission of use of the planning process	**4–5–6–7** Minimal explanation of how the planning process was used	**8–9–10–11** Good explanation of how the planning process was used	**12–13–14–15** Fully explained how each step of the planning process was used	
Promotional Activities and Plan 0–15 points	**0–1–2–3** Inadequate description or less than 3 of activities planned and implemented	**4–5–6–7** Limited description of activities, activities repetitive	**8–9–10–11** Good explanation and variety of project activities	**12–13–14–15** 3 activities and implementation fully described, included variety and impact of project activities	
Quality of Promotional Activities 0–15 points	**0–1–2–3** Content and quality of promotion activities is poorly executed	**4–5–6–7** Content and quality of promotional activities inconsistently executed	**8–9–10–11** Content and quality of promotional activities well executed	**12–13–14–15** Content and quality of promotional activities is highly executed and could serve as a model for others	
Voice 0–5 points	**0** No voice qualities are used effectively	**1–2** Voice quality is adequate	**3–4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–5 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1–2** Body language shows minimal amount of nervousness/appropriate conference attire	**3–4** Body language portrays participant at ease/ appropriate conference attire	**5** Body language enhances the presentation/appropriate conference attire	
Grammar/ Word Usage/ Pronunciation 0–5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1–2** Some (3–5) grammatical and pronunciation errors	**3–4** Few (1–2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1–2** Responses to questions did not indicate adequate understanding of skills needed	**3–4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

TOTAL [ ]

Evaluator _____   Room Consultant _____   Event Consultant _____   (90 points possible)

Evaluator's Comments:

Technology in Teaching-NOT OFFERED IN 2018-2019

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

EVENT CATEGORIES
- Junior: through grade 9   - Senior: grades 10–12   - Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Education & Training

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES & TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   - be given a brief overview of the event
   - draw an identification number indicating the order of participation
   - review time schedule
   - take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time during orientation, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/ holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies.
4. At the designated participation time, the participant will give two (2) completed copies of the Application Checklist to evaluators for use during the oral presentation. The copies will not be returned.
5. Participants will have up to 5 minutes to set up their demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
6. Participants may use note cards. Items required for demonstration of the app are permitted.
7. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
8. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space, Internet access, *audiovisual equipment*, and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TECHNOLOGY IN TEACHING
Specifications

Testing
A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Application Selection and Checklist
Each participant will select and critically evaluate an app for a tablet that could be used by students as part of a class offered in the Family and Consumer Sciences program. Examples may include, but are not limited to, apps related to early childhood, parenting and human development, health and fitness, fashion or interior design, online safety, or classroom or consumer tools. The member will submit (2) copies of the completed App Review Checklist, to be given to the evaluators prior to the start of the oral presentation.

Oral Presentation and Demonstration
The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should contain pertinent information from the review checklist. The app should be demonstrated during the presentation. Only items required for use in demonstrating the app are permitted. The participant may demonstrate the app on a tablet, or use a larger screen device. The participant may approach the evaluators to demonstrate the app, but evaluators are not required to actively participate in the demonstration. The app should be able to be demonstrated without an Internet connection, but if a connection is available, it may be used. FCCLA does not provide wall space, *audiovisual equipment*, electrical access, or Internet access.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project research.
Educational Technology Instructional Concepts	Demonstrate knowledge of educational technology instructional concepts in relation to use of the app in learning and instruction.
Demonstration Techniques	Demonstrate use of the app, pointing out any unique aspects of design, safety, or adaptive uses for special needs learners, if applicable. Demonstration supports project research, is *professional*, and provides opportunities for evaluators to view applicable app *content*.
Relationship to Family and Consumer Sciences	Describe the relationship of the application to Family and Consumer Sciences coursework and/or standards.
Audience and Purpose	Describe the *audience*, developmental goals, and age appropriateness in the context of the application's intended purpose.
Classroom/Educational Use	Explain how the app may be used in the classroom or educational program, including strengths, areas of improvement, or modifications required.
Learning Opportunities	Describe the ways that the app supports learning opportunities, as indicated in the app checklist.
Final Recommendations	Provide final recommendation(s) on the use of the app in the intended educational setting.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Skill Demonstration Events
Point Summary Form
TECHNOLOGY IN TEACHING

Name of Participant_____

State_____Participant #_____Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Consultant or National FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Orientation 0 *or* 5 points	**0** Did not arrive on time for participant orientation	**5** Arrived on time for participant orientation	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES			
		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
		(90 points possible)	
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE**	(Average Evaluator Score plus Room Consultant Total)	
		FINAL RANK	

VERIFICATION OF FINAL SCORE AND RATING (please initial)

TECHNOLOGY IN TEACHING
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

APPLICATION CHECKLIST					Points
Application General Information Provided 0–3 points	**0** 0 or 1 general information items provided	**1** 2 general information items provided	**2** 3 general information items provided	**3** 4 general information items provided	
Relationship to Family and Consumer Sciences Indicated 0 or 1 points	**0** None checked		**1** At least one area checked and/or specified		
Audience 0-3 points	**0** Not identified	**1** Audience identified	**2** Audience, developmental goals and age appropriateness identified	**3** Audience, developmental goals and age appropriateness are identified and explained	
Purpose 0-3 points	**0** Not identified	**1** Purpose minimally identified	**2** Purpose identified and described	**3** Purpose identified and described in relation to use	
Classroom/Educational Use 0-3 points	**0** Not identified	**1** Minimally explained or examples given are not appropriate	**2** Use identified and described with at least one appropriate example	**3** Use identified and described with at least two appropriate examples	
Strengths/Areas of Improvement 0-3 points	**0** Not identified	**1** Only strengths or only areas of improvement are identified, not both	**2** Strengths and areas of improvement are identified	**3** Strengths, areas of improvement, or modifications required for successful implementation are identified	
Learning Opportunities 0-3 points	**0** Not identified	**1** Incorrectly identified or unsupportive examples	**2** Appropriately identified but not supported with example(s)	**3** Appropriately identified and supported with at least one example for each area	
Final Recommendations 0 or 1 point	**0** None checked		**1** One recommendation checked		

ORAL PRESENTATION					
Organization/Delivery 0-10 points	**0–1–2** Presentation is not done or does not cover all project elements	**3-4-5** Presentation covers all project elements though with minimal information	**6-7-8** Presentation gives complete information though does not flow well	**9-10** Presentation covers all relevant information with a seamless and logical delivery	
Educational Technology Instructional Concepts 0-5 points	**0** None shared or information shared was incorrect	**1-2** Minimal knowledge shared during presentation	**3-4** Knowledge of educational technology instructional concepts is evident and shared at times during presentation	**5** Knowledge of educational technology instructional concepts is evident and incorporated throughout the presentation	
Demonstration Techniques 0-5 points	**0** Not demonstrated	**1-2** Minimally demonstrates design and safety; limited support of project research; difficult to view app content	**3-4** Generally demonstrates design and safety; supports project research, is professional, and evaluators can view app content	**5** Thoroughly demonstrates unique aspects of design, safety, adaptive uses for special needs learners (if applicable); supports project research, is professional, and provides opportunities for evaluators to view app content	
Relationship to Family and Consumer Sciences 0-5 points	**0** Not identified	**1-2** Relationship to FCS coursework is questionable for implementation	**3-4** Relationship to FCS coursework is generally appropriate	**5** Relationship to FCS coursework is appropriate, evident and explained well	

	0	1-2-3	4-5-6	7	
Audience and Purpose 0-7 points	Not identified	Limited information for audience, developmental goals, age appropriateness, and intended purpose are provided	General information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	Detailed information for audience, developmental goals, age appropriateness, and context of intended purpose are provided	

	0	1-2-3	4-5-6	7-8	
Classroom/Educational Use 0-8 points	Not identified	Explains use of app in classroom or educational program; includes strengths or areas of improvement	Explains and provides examples of use of app in classroom or educational program, including strengths and areas of improvement	Explains and provides realistic examples of use of app in classroom or educational program, including strengths, areas of improvement, or modifications required	

	0	1-2	3-4	5	
Learning Opportunities 0-5 points	Not identified	Explains identified learning opportunities	Explains and provides at least one example for each identified learning opportunity	Explains and provides one or more realistic example for each identified opportunity	
Final Recommendations 0-5 points	Not identified	Recommendation contradicts checklist content	Recommendation explained, but not fully supported by checklist content	Recommendation explained well and fully supported by checklist content	
Voice 0-5 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, though could improve	Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0-5 points	Body language shows nervousness and unease; inappropriate clothing	Body language shows minimal amount of nervousness; appropriate conference attire	Body language portray participant at ease; appropriate conference attire	Body language enhances presentation; appropriate conference attire	
Grammar/Word Usage/ Pronunciation 0-5 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Response to questions did not indicate adequate knowledge/ understanding of skills needed	Responses to questions were appropriate and reflect good knowledge/ understanding of skills needed	Responses to questions were appropriate and reflect excellent knowledge/ understanding of skills needed	

VERIFICATION OF SCORE (please initial)

Evaluator _____   Room Consultant _____   Event Consultant _____   **TOTAL**
(90 points possible)

Evaluator's Comments:

Technology in Teaching App Review Checklist

Name of Participant_____State_____Category _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation and app demonstration.

APPLICATION GENERAL INFORMATION

Application Title:
Application Publisher/Developer:
Version and Date: Price:

RELATIONSHIP TO FAMILY AND CONSUMER SCIENCES

App relates to these area(s) of Family and Consumer Sciences:

__Career Exploration and Entrepreneurship   __Food Science, Dietetics, Nutrition and Wellness
__Consumer Education and Personal Finance   __Hospitality, Tourism and Recreation
__Culinary Arts   __Housing and Interior Design
__Early Childhood, Family, Parenting and Human Development   __Textiles, Fashion and Apparel
__Education and Teaching   __Other, please specify

_____

AUDIENCE AND PURPOSE
Define the audience for this app. Is it developmentally and age appropriate?

What is the purpose of this app?

CLASSROOM/EDUCATIONAL USE
Explain how the app may be used in the classroom or educational program.

What are the strengths of this app?

What areas need improvement? Are there are any modifications for educational use?

LEARNING OPPORTUNITIES
In which areas does this app provide opportunities for learning, and provide one example for each area identified.

___Collaboration and Idea Sharing – example: ___Feedback and assessment – example:

___Creativity and Imagination – example: ___Higher order thinking skills – example:

___Diversity – example: ___Increase understanding – example:

___Engagement and Interaction – example: ___Problem solving – example:

FINAL RECOMMENDATION
___ Not recommended for use   ___ Recommended for use, but only with
                                          modifications   ___Recommended for use

Toys That Teach

Toys That Teach, an individual event, recognizes members for their ability to design, build, and demonstrate an original homemade toy which provides learning and play for either an individual child or a small group of children. The toy is to be constructed of common, everyday household items, meet safety guidelines, and be easy to carry and use.

EVENT CATEGORIES
■ Junior: through grade 9   ■ Senior: grades 10–12   ■ Occupational: grades 10–12

STANDARDS ALIGNMENTS
See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■   Education & Training

ELIGIBILITY
1. Each chapter may submit up to three (3) entries in each category of this event. Entries at participating National Cluster Meeting locations will be available on a first come, first served basis. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member.
3. Participants must be registered to attend the National Cluster Meeting and must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

PROCEDURES AND TIME REQUIREMENTS
1. Participants must attend an event orientation session where they will:
   ■ be given a brief overview of the event
   ■ draw an identification number indicating the order of participation
   ■ review time schedule
   ■ take a timed, 10 question test on general FCCLA knowledge, based on information found on the FCCLA national website, www.fcclainc.org.
2. At the designated time, the participant will be given up to 5 minutes to take a timed, 10 question test on general FCCLA knowledge. Following the test, participants will remain in the orientation/holding room until their assigned presentation time and following presentation may not return to the holding room.
3. Participants may not bring reference materials for use in the holding room. Participants are allowed to bring a pencil and note cards, the completed project, and demonstration supplies (if required).
4. At the designated participation time, the participant will give two (2) completed copies of the Toy Design Worksheet to evaluators for use during the oral presentation. The copies will not be returned.
5. Participants will have up to 5 minutes to set up their toy demonstration, if needed. Oral presentations may be up to 5 minutes in length. A 1-minute warning will be given at 4 minutes. Participants will be asked to stop at 5 minutes.
6. Participants may use note cards. Items required for demonstration of the toy are permitted.
7. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
8. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION
1. A table will be provided. Participant must bring any necessary supplies for demonstration of project. Wall space and electrical access will not be provided.
2. Spectators are not allowed.
3. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
4. Presentations may not be recorded or photographed, except by the official FCCLA photographer.
5. Participants should follow the approved conference dress code for participation in this event.

TOYS THAT TEACH
Specifications

Testing

A 10-question test on general knowledge of FCCLA programs and activities will be given during participant orientation. This test will be scored and included in the final event points. The test will be timed and in case of a tie, the participant with the highest score and lowest time will receive the higher rank. The maximum time allowed for this test is 5 minutes.

Toy Design

Each participant will design and construct an original toy for a child that meets the developmental and educational needs of a specific age group. Safety should be a primary concern in the planning and construction of the toy. Two (2) copies of the completed Toy Design Worksheet will be given to the evaluators prior to the start of the oral presentation.

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

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. The toy should be demonstrated during the presentation. Only items required for use in demonstrating the toy are permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Child Development	Show evidence of child development knowledge and skills by explaining how the toy addresses the developmental and educational needs of the selected age group.
Safety, Sanitation and Storage	Describe safety and sanitation considerations for the selected age group and how this has been addressed in the toy design. Explain how the toy should be maintained, cleaned, and stored.
Appeal for Children/Adults	Explain why the toy would appeal to children of the selected age group, and to adults who may recreate or purchase this toy for a child.
Toy Demonstration	Demonstrate use of the toy, pointing out any unique aspects of design, safety, or adaptive uses for special needs children, if applicable.
Voice	Speak with appropriate force, pitch, and articulation.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, and mannerisms. Wear clothing that meets the conference dress code.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project. Questions are asked after the presentation.

Skill Demonstration
Events Point Summary
Form
TOYS THAT TEACH

Name(s) of Participant _____

State_____ Participant #_____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If the participant does not show, please write "No Show" across the top and return with other forms.

2. At the conclusion of scoring, 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 participant together.

3. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy.

4. Please check with the Event Coordinator or National FCCLA Staff if there are any questions regarding the evaluation process.

	0	**5**	
Orientation 0 *or* 5 points	Did not arrive on time for participant orientation	Arrived on time for participant orientation	
Testing Score (0-5 points)			
Testing Time in minutes and seconds (will be used in case of ties)			

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE AND RATING (please initial)

ROOM CONSULTANT TOTAL (10 points possible)	
AVERAGE EVALUATOR SCORE (90 points possible)	
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	
FINAL RANK	

TOYS THAT TEACH
Rubric

Name of Participant _____

State _____   Participant # _____   Category _____

TOY DESIGN					Points
Toy Design Worksheet 0–15 points	**0–1–2- 3** Did not provide or not completed	**4-5-6-7** Minimal information, many grammar or spelling errors	**8-9-10-11** Completed with all required information, lacking detail, minor grammar or spelling errors	**12-13-14-15** Completed with all required information, details given, correct grammar and spelling	
Age Appropriateness/ Play Category 0–15 points	**0–1–2- 3** Not age appropriate or does not address play category	**4-5-6-7** Limited age appropriateness or application to play category	**8-9-10-11** Generally age appropriate and addresses the selected play category	**12-13-14-15** Toy is age appropriate and correctly addresses the selected play category	
Design and Construction 0-10 points	**0–1–2** Little creativity shown, does not stimulate play, is not appealing, and is poorly made	**3–4–5** Inconsistent in efforts of creativity, play, appeal, and construction	**6–7–8** Generally creative, stimulates play, appealing, well-made	**9–10** Used a variety of materials, is creative, stimulates play, visually appealing, and well-made/durable	
Knowledge of Child Development 0–10 points	**0–1–2** None shared or information shared was incorrect	**3–4–5** Minimal knowledge shared during presentation	**6–7–8** Knowledge of child development is evident and shared at times in the presentation	**9–10** Knowledge of child development is evident and incorporated throughout the presentation	
Safety, Sanitation Storage 0–10 points	**0–1–2** Toy does not meet safety, sanitation, or storage needs for selected age group	**3–4–5** Toy needs multiple changes to meet safety standards, be easy to clean/sanitize, and store	**6–7–8** With minor changes, toy would pose no known safety hazard, be easy to clean/ sanitize, and store	**9–10** Toy poses no known safety hazards, is easy to clean/sanitize, and store	
Appeal of Toy to Children or Adults 0–5 points	**0** Toy is not appealing	**1–2** Toy is minimally appealing	**3–4** Toy is generally appealing	**5** Toy has high appeal	
Toy Demonstration 0–5 points	**0** Did not demonstrate toy	**1–2** Demonstrated toy but did not point out unique features	**3–4** Toy use, safety, and unique aspects demonstrated	**5** Toy use, safety, unique aspects, and adaptive uses demonstrated	
Voice 0–5 points	**0** No voice qualities are used effectively	**1–2** Voice quality is adequate	**3–4** Voice quality is good, though could improve	**5** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–5 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1–2** Body language shows minimal amount of nervousness/ appropriate conference attire	**3–4** Body language portrays participant at ease/appropriate conference attire	**5** Body language enhances the presentation/appropriate conference attire	
Grammar/Word Usage/Pronunciation 0–5 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1–2** Some (3–5) grammatical and pronunciation errors	**3–4** Few (1–2) grammatical and pronunciation errors	**5** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1–2** Responses to questions did not indicate adequate understanding of skills needed	**3–4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

VERIFICATION OF SCORE (please initial)

TOTAL
(90 points possible)

Evaluator _____   Room Consultant _____   Event Consultant _____

Evaluator's Comments:

Toy Design Worksheet

Name of Participant _____ State _____ Category _____

Bring two (2) copies of this completed worksheet to give to the evaluators prior to your oral presentation.

Name of Toy	Child Age Group	Category of Play

Developmental and Educational Needs: *How does this toy meet the developmental and educational needs of the selected age group?*

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

Supplies: *List the common, everyday items used to create the toy.*

Safety: *What safety concerns did you address in design and construction?*	Suggested Storage and Care:

STAR Events

Students Taking Action with Recognition

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events 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.

STAR Events promote the FCCLA Mission to focus on the multiple roles of family member, wage earner, and community leader. Each event is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Respect and interaction between youth and adults are fostered by establishing teams of adult and youth evaluators and event managers.

Foundational Events			
Events which build basic leadership and life skills for members who want to get involved and improve upon themselves.			
Career Investigation	Entrepreneurship	Environmental Ambassador	Focus on Children
Illustrated Talk	Interpersonal Communications	Job Interview	Leadership
Life Event Planning	Nutrition and Wellness	Parliamentary Procedure	Recycle and Redesign
Leadership Events			
Events which provide opportunities for leaders to gain recognition for their work in chapters. Event content is designed to be a chapter project lead by the team who takes it to competition.			
Advocacy	Chapter in Review Display	Chapter in Review Portfolio	Chapter Service Project Display
Chapter Service Project Portfolio	National Programs in Action	Promote and Publicize FCCLA!	
Career Focused Events			
Events for members exploring a specific career area. Most events are for only senior and occupational participants who have spent time building career specific skills and knowledge, but a few events are open to junior participants who want to explore a specific career path.			
Applied Math for Culinary Management	Culinary Arts	Early Childhood Education	Fashion Construction
Fashion Design	Food Innovations	Hospitality, Tourism, and Recreation	Interior Design
Say Yes to FCS Education	Sports Nutrition	Teach and Train	
Online Events			
Events which have a focus on the integration of family and consumer sciences content through a digital delivery. Level I participants submit projects for online evaluation. Level II participants (the top 15 highest scoring entries in each category) are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.			
FCCLA Chapter Website		Digital Stories for Change	

Event Information

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

Event	Entries per State	Individual Event		Team Event
Advocacy				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Postsecondary	3	■	or	■
Applied Math for Culinary Management				
Occupational	2	■	or	■
Career Investigation				
Junior	2	■		
Senior	2	■		
Occupational	2	■		
Chapter in Review Display				
Junior	2			■
Senior	2			■
Occupational	2			■
Chapter In Review Portfolio				
Junior	2			■
Senior	2			■
Occupational	2			■
Chapter Service Project Display				
Junior	2			■
Senior	2			■
Occupational	2			■
Chapter Service Project Portfolio				
Junior	2			■
Senior	2			■
Occupational	2			■
Culinary Arts				
Occupational	1			■
Postsecondary	3			■
Early Childhood Education				
Occupational	2	■		
Postsecondary	3	■		
Entrepreneurship				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Environmental Ambassador				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Fashion Construction				
Senior	2	■		
Occupational	2	■		
Fashion Design				
Senior	2	■		
Occupational	2	■		
Postsecondary	3	■		

Event	Entries per State	Individual Event		Team Event
Focus on Children				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Food Innovations				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Hospitality, Tourism, and Recreation				
Senior	2	■	or	■
Occupational	2	■	or	■
Illustrated Talk				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Interior Design				
Senior	2	■	or	■
Occupational	2	■	or	■
Postsecondary	3	■	or	■
Interpersonal Communications				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Job Interview				
Senior	2	■		
Occupational	2	■		
Leadership				
Senior	2	■		
Occupational	2	■		
Life Event Planning				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
National Programs in Action				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■
Nutrition and Wellness				
Junior	2	■		
Senior	2	■		
Occupational	2	■		
Parliamentary Procedure				
Junior	2			■
Senior	2			■
Occupational	2			■
Promote and Publicize FCCLA!				
Junior	2	■	or	■
Senior	2	■	or	■
Occupational	2	■	or	■

Event Information (continued)

Event	Entries per State	Individual Event		Team Event	Event	Entries per State	Individual Event		Team Event
Recycle and Redesign					**Teach and Train**				
Junior	2	■			Junior	2	■		
Senior	2	■			Senior	2	■		
Occupational	2	■			Occupational	2	■		
Say Yes to FCS Education					Postsecondary	3	■		
Senior	2	■							
Occupational	2	■							
Sports Nutrition									
Junior	2	■	or	■					
Senior	2	■	or	■					
Occupational	2	■	or	■					

Online Event Information

Online STAR Events have two participation levels. In Level I, participants in each category submit their online, digital project for evaluation. In Level II, the fifteen (15) highest scoring entries are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

Event	Entries per Chapter	Individual Event		Team Event	Event	Entries per Chapter	Individual Event		Team Event
Digital Stories for Change					**FCCLA Chapter Website**				
Junior	1	■	or	■	Junior, Senior,				
Senior	1	■	or	■	or Occupational	1	■	or	■
Occupational	1	■	or	■	(chapters may only choose one category for competition)				

Policies

DISQUALIFICATION

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

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

DRESS POLICY

Student dress should contribute to the positive, professional image of FCCLA. STAR Events participants are expected to adhere to the published conference dress code for all general sessions, workshops, onsite event orientations (if offered) and the National STAR Events Recognition Session(s). *STAR Events Recognition Session exception—Culinary Arts participants are welcome to wear chef's attire during the STAR Events Recognition Sessions.* For participation in competition, follow event specifications for dress, and wear appropriate clothing for the nature of the presentation. Unless otherwise specified, appropriate clothing in events which do not allow costumes includes professional attire (any appropriate colors) or the official FCCLA blazer/uniform meeting the National Leadership Conference dress code. If attending conference activities prior to or immediately after a STAR Events presentation, be prepared to change into clothing that meets the conference dress code.

EVENT DESCRIPTION AND CATEGORIES

Individual events evaluate one member's performance. Team events evaluate several participants' or a chapter's performance as one entry. Team events may have one, two, or three participants from the same chapter, with the exception of Culinary Arts, which requires only that students be from the same state and Parliamentary Procedure, which may have four to eight participants from the same chapter.

An event category is determined by the participant's current or previous enrollment in Family and Consumer Sciences coursework or a Career Cluster class/course that is taught or could be taught by a person approved by the state education system for teaching Family and Consumer Sciences courses or content areas. Entry into a particular category is determined by affiliation with FCCLA, membership designation of either comprehensive or occupational as defined below, and participant's grade in school during the school year preceding the National Leadership Conference. Any change in membership status must be reported by the May 31 affiliation deadline.

Event categories are defined as:
- Junior—FCCLA chapter members through grade 9
- Senior—FCCLA chapter members in grades 10-12; who are identified as comprehensive members on the national affiliation form.
- Occupational—FCCLA chapter members in grades 10–12; who have been or are currently enrolled in occupational Family and Consumer Sciences coursework; and who are identified as occupational on the national affiliation form.
- A team composed of both junior (through grade 9) and senior (grades 10–12) comprehensive or occupational (grades 10-12) members must enter the senior category.

(continued next page)

- A team composed of both senior (grades 10–12) comprehensive and occupational (grades 10–12) members must enter the senior category.
- A team composed of both junior (through grade 9) and occupational (grades 10–12) members must enter the senior category.
- Team events with only senior (grades 10–12) comprehensive and occupational (grades 10–12) categories may not include members through grade 9.
- Postsecondary members are eligible if they are enrolled in a postsecondary program (grades 13–16 in career and technical education centers, community colleges, and four-year colleges and universities).

MEMBERSHIP

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

Only affiliated members will be allowed to register for national STAR Events.

Participants must compete in the same membership category (comprehensive, occupational, or postsecondary) as indicated in the membership affiliation system. Membership transfers may be needed for participants who have transferred in or out of an occupational program, are transferring chapters, have graduated and are transferring to a postsecondary chapter, or were otherwise affiliated incorrectly. To change membership status within the affiliation system, please contact the state adviser.

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

STATE SELECTION PROCEDURES

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

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. A national staff member will contact the adviser to determine the best process for the participant. For regional/district/state competitions, please contact the state adviser.

⌨ Eligibility and General Rules for All Levels of Competition

1. An individual member may participate in only one national STAR Event in any given year. Participation is open to any nationally affiliated FCCLA chapter member. Events may have additional eligibility requirements. States may limit the number of times a member may compete in an event; please check with the state adviser.

2. Participants must follow national rules for competition, or risk possible disqualification or loss of points. If national rules vary from state event rules, entries need to be changed to comply with national rules.

3. All STAR Events projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

4. All STAR Events projects must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non- participant work. Participants are encouraged to use original materials, items licensed for reuse, or items in which copyright permission has been granted.

5. State and chapter advisers should ensure that identical presentations of the same project are not entered into STAR Events multiple years.

6. Participants are not allowed to distribute any materials to the evaluators unless the event rules specifically allow it. Evaluators are not allowed to keep any items given to them by STAR Events participants.

7. No projects can be entered in more than one category of a single event, or in more than one event. However, projects entered in any event may be included in the Chapter in Review events.

8. Chapters are allowed to enter only one entry in Chapter in Review Display and one entry in Chapter in Review Portfolio per category.

9. Chapters are allowed to enter only one entry in FCCLA Chapter Website.

10. Spectators are not allowed to observe any portion of any STAR Event. Videotaping and/ or audio recording of events is not allowed. *Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national headquarters and the Competitive Events Advisory Team. States may set policies for exceptions on the state level.

11. Participants are to maintain a professional appearance and attitude during all STAR Events activities.

12. Participants are responsible for their own event materials, and may not have others assist them with event setup, including moving items into the competition area. Any items left behind are not the responsibility of FCCLA and may be discarded.

13. STAR Events resources (topics, scenarios, templates, etc.) can be found online at http://fcclainc.org/programs/resources.php. Look for this icon next to events which have resources on the FCCLA National Website.

14. For Fashion Construction, Fashion Design, and Recycle and Redesign events lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/ appropriateness for a school function or setting is prohibited.

15. If a participant fails to adhere to event guidelines or event definition, or prepares an item not based on the current event scenario, then the sample/display/project is ineligible for evaluation. The participant will still be able to compete with an oral presentation if they choose to do so, and will only be scored on the oral presentation.

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 competition.

Event Management Information

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

Event volunteers include:

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

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

Importance of Chapter Advisers Serving as Event Volunteers

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

Frequently Asked Questions

1. **Instead of creating a freestanding or tabletop display, can I create a PowerPoint presentation as my display?** No.

2. **If my project's product is too large to transport to competition, can we provide photos instead of bringing the product to competition?** No, the product must be present at competition for appropriate evaluation.

3. **If using something other than PowerPoint for an electronic portfolio, how do I count "slides?"** A slide is defined as a single slide in PowerPoint, or a single path/transition in another format, such as Prezi. If using a website, information presented in one screen view would be considered one slide.

4. **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. 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.

10. **Are participants required to use manila folders from the FCCLA supplier?** No. For the 2018-2019 school year, the file folder with the line for "National Region" will still be available from the FCCLA Store, and may be used by chapters. No point deduction for using or providing national region should be assessed. For the 2019-2020 school year, points will not be fully earned if any additional information is included on any file folder used in competition.

11. **Can students use FCCLA copyrighted material in STAR Events projects?** Yes, as long as the project is not used for commercial purposes or sold. All FCCLA resources must be cited appropriately.

12. **In an event with file folder, does it matter what color they are?** No.

13. **In portfolio events, are content divider pages required?** If the event specifications give a range of pages/slides, such as 0 – 9, then a participant may have zero divider pages, and not be penalized. Please note that evaluators may include lack of dividers as they determine point allocations in the event rubric, related to portfolio appearance and organization.

14. **Can content pages have graphics or decorations?** Yes, any page that does not specify to use plain paper may have graphic or decorative elements.

15. **Is a font considered a graphic?** If the font is a graphic font, then it is a graphic. Unless specified, fonts may be in any color.

16. **Do we have to use the FCCLA templates provided, or can we retype it on our own computer?** The template provided can be modified but all of the information, including headings, must be used in the correct order on any document created and remain within the page limits given in event specifications. The logos are encouraged but are not required.

17. **Can an iPad be used in place of note cards?** Yes, as long as those devices are not used for recording, publishing, or receiving information during the presentation. They should be placed in airplane mode prior to the start of the event.

18. **How should we address budgets and evaluations when the project has not yet been completed at the time of regional/state competition?** For presentations prior to National Leadership Conference, participants should give the anticipated numbers (budgets). Evaluation plans should be presented in detail (evaluation methods, instruments, anticipated outcomes). This information should be updated for projects advancing to national competition. Projects are to be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before National Leadership Conference.

19. **Is a digital photo frame/iPad/etc. used to display photos, considered a photo album?** If it is displaying multiple photos as a hardcopy album would, it would be considered a photo album.

20. **On the Project Identification Page, how should "event name" be listed? Should category be included?** Either "Career Investigation" or "Career Investigation – Junior" will be accepted as correct.

21. **Would a music stand be considered an easel?** If being used to "hold materials upright, usually during a presentation or display" then it would be considered an easel.

22. **If a participant places too many copies in a file folder, are penalty points assessed?** No. Additional materials should be removed and not considered in evaluation.

23. **Can we laminate pages?** Yes, but all laminated pages must still meet any size requirements as stated in event guidelines.

24. **If I have a multi-page document and place it in a sheet protector, is that counted as one content page?** Multiple pages within a sheet protector will count as more than one page, unless the sheet protector is sealed and only one page is able to be viewed.

25. **If there is an electrical outlet available, can we use it?** FCCLA will not prevent a student from using an outlet (if allowed in event guidelines), but access is not provided. Competition setup (location of tables, chairs, display area) will not be adjusted to accommodate electrical outlet usage.

26. **When should I submit the Online Project Summary Form?** This should be submitted prior to your first competition. If necessary, resubmit the form with updated information if needed.

27. **Can I reduce the size of the Online Project Summary Form for my display?** Yes, but it must remain legible and easily read by the event consultant.

28. **Is the Event Online Orientation available for all levels of competition (regional, district, state)?** The online orientation is required for students competing at the 2018 National Leadership Conference. Each entry must complete and submit the STAR Events Online Orientation form to the event room consultant at the time of competition. The forms are not to be included within a portfolio, or placed on a display. Forms are accepted at the time of completion, and not during or after the presentation. Only one form per entry (team or participant) is required. States may choose to require an onsite orientation or may develop an online orientation. Please confirm state procedures with your state adviser.

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

30. **Can a senior or occupational member compete on a team with a postsecondary participant?** No.

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 provide access to the Competitive Events Guide

❑ 2. After the members have chosen their events, give them copies or electronic access to:
   - ❑ Policies, Eligibility and General Rules for ALL levels of competition
   - ❑ Checklist for Participants
   - ❑ STAR Events resources (topics, scenarios, templates, etc.) found online at http://fcclainc.org/programs/resources.php.
   - ❑ Pages for their event
   - ❑ Glossary

❑ 3. To avoid disqualification, make sure students are eligible for the event they have chosen.

❑ 4. Ensure that students' state and **national** dues have been paid by deadline dates. Students must be nationally affiliated.

❑ 5. Ensure that the registration for local, regional, or state events is sent in by the state's deadline.

❑ 6. After the students have completed their projects, go over all requirements with them and make sure all guidelines have been met.

Intra-curricular Opportunities

Participation in STAR Events is an exciting, challenging, and fun experience. It provides opportunities for FCCLA members to share knowledge and hard work with others, and to be recognized for their accomplishments.

STAR Events strengthen the Family and Consumer Sciences program by increasing student motivation and providing a framework for authentic learning experiences.

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

Checklist for Participants

❑ 1. Ensure that your chapter, state, and **national** dues are paid by the deadline dates.

❑ 2. Choose an event.

❑ 3. Read through the guidelines and rules carefully.

❑ 4. Check Policies, Eligibility and General Rules in addition to your event Guidelines.

❑ 5. Obtain current STAR Events *resources* (if applicable) such as menus, scenarios, or templates at http://fcclainc.org/programs/resources.php. Some resources may be only available through the FCCLA Portal (ask your adviser for assistance).

❑ 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.

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.

STOP the Violence—Students Taking On Prevention
is a program that empowers youth with attitudes, skills, and resources
in order to recognize, report, and reduce youth violence.

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

The FCCLA Planning Process
for Individual and Team Action

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

Go to http://fcclainc.org/programs/resources.php to download a blank FCCLA Planning Process template. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.

IDENTIFY CONCERNS

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

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

SET A GOAL

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

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

FORM A PLAN

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

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

ACT

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

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

FOLLOW UP

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

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

STAR Events Dates to Remember

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

February 1
Online STAR Events, Level I entry deadline.

March 15
Online STAR Events, Level II invitations are sent to chapter and state advisers.

May – Deadlines to be published in the 2018 National Leadership Conference Guide
States with state competitions on or prior to April 24: participant registration and fees deadline of May (TBA), 5:00 p.m. EDT. Registrations submitted after this date without prior approval of a state registration extension will incur a late fee.

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

Participants registering after the published deadline through June 3 will pay an additional late participant registration fee of $100 per event/category registration. Beginning June 4, the late registration fee will be an additional $200 per event/category registration. Late registrations will not be guaranteed a printed certificate.

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

May 31
Membership affiliation submitted online and payment received deadline.

June 1–15
Event locations and logistical information for STAR participants and volunteers will be posted online. It is important that participants, advisers, and volunteers read all information mailed, emailed, or posted online at www.fcclainc.org. Online Event Orientations will be available for National Leadership Conference participants.

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

Specific Information for State Advisers

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

1. Ensure student success by following national event rules when developing state events.

2. Develop a plan for selecting STAR Events participants. Criteria should include:
   - Participant selection when state-level events do not designate a first, second, and third place
   - Participant selection in states where there are no state events
   - Selection of substitutes for regional, district, and state STAR Events
   - Method of breaking a tie between top-rated state event participants
   - Policy for STAR Events participants' travel to the 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 students' names 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 online at www.fcclainc.org throughout the year. Specific information for National Leadership Conference participants is posted in June, containing important information participants must know about before arriving at the national conference.

5. Submit all national STAR Events qualifiers through the national affiliation/registration system. Ensure that all qualifiers are submitted in the correct event/category, and meet event eligibility requirements.

6. Meet with national STAR Events participants prior to the 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 and the entire National Leadership Conference schedule.

7. 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 onsite.

8. Enforce national policy on behavior at the national conference. (See Disqualification section.)

9. Approve any substitutions for STAR Events, as directed in the FCCLA Portal, if substitutes meet the event eligibility requirement and state selection policies, and is submitted prior to the substitution deadline.

10. Collect participant rubrics at the Competitive Events Headquarters following the STAR Events Recognition Sessions.

Requirements/Policies
for National Leadership Conference
Participants

Award Decisions
The decisions of the evaluators are final.

Conference Registration and Lodging
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 conference. In any extenuating circumstances, a written waiver may be submitted via the State Adviser to National staff for consideration.

National Recognition
Participants will receive recognition items including certificates and achievement medals. Recognition levels are:
- Gold medal (highest level)
- Silver medal
- Bronze medal.

Each entry is evaluated by a standard set of criteria. There is no limit to the number of medals given for each level in any category.

STAR Events participants must attend their Recognition Session to receive a medal. The method of recognizing national STAR Events participants will be published prior to the National Leadership Conference.

National STAR Events Registration Deadlines
Online STAR Events, Level I entries due by 5:00 p.m., EST, February 1.

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

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

Participants registering after the published deadlines through June 1 will pay an additional late participant registration fee of $100 per event/category registration. Beginning June 2, the late registration fee will be an additional $200 per event/category registration. Late registrations will not be guaranteed a printed certificate.

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

National Participation Schedule
A tentative competition schedule and event registration, orientation information (if offered onsite) will be posted with the National Leadership Conference Guide. Specific instructions concerning event locations and logistics will be posted by June 1. Participants without Internet access may request this information by mail.

Chapter advisers will receive the scheduled participation times for their chapter's participants during the Competitive Events Registration Packet Pick Up. Changing schedules with other participants is not permitted.

Chapter advisers will be responsible for picking up all STAR Events registration materials and distributing it to their STAR Events participants. At this time the chapter adviser or adult designee will:
- Confirm participant attendance and no-shows
- Receive participant information, which may include ribbons, participation times, specific event materials, and recognition session information
- Sign acknowledgement of receipt of materials.

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

Participants are required to be available during the entire time their event takes place. Do not schedule other activities during these time periods.

Questions regarding STAR Events will be handled at the Competitive Events Headquarters only.

Online Testing
Applied Math for Culinary Management and Parliamentary Procedure participants are required to take their event tests during an online testing window, May 6-22, 2019. 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.

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

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

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.

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

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

STAR Events Registration Fees
Each participant in a team or individual event pays a fee to help cover STAR Events expenses— room rental, certificates, recognition session expenses, medals, and supplies. In addition to the participant entry fee, online STAR Events, Level II entries pay a technology fee to provide Internet access and equipment. The national STAR Event participant fee is posted in the National Leadership Conference information. STAR Events fees are nonrefundable.

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

Dress Policy
Refer to the Dress Policy on page 85 in the "Policies" section.

NATIONAL STAR EVENTS TIE-BREAKER PROCEDURES

The following tie breakers will be used, if necessary, to help determine the overall winner in a particular event. 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 (★★★). If those scores are also tied, it is up to the evaluators to make the final determination based on review of the product in the event (portfolio, display, sample, etc.) *For events offering scholarships at the National Leadership Conference, no ties will be allowed. This document may be adapted, if desired, for use at the state level.*

ADVOCACY	APPLIED MATH FOR CULINARY MANAGEMENT
★ Issue research	★ Visuals: effectively illustrate content
★★ Methods of Action	★★ Oral presentation; knowledge of subject matter
★★★ Results of Advocacy/Action Plan Assessment	★★★ Point Summary Form: average team score on test

CAREER INVESTIGATION	CHAPTER IN REVIEW DISPLAY AND PORTFOLIO
★ Career Planning	★ Leadership activities
★★ Evidence of Career Research	★★ State and national programs
★★★ Self Assessment	★★★ Public relations efforts

CHAPTER SERVICE PROJECT DISPLAY AND PORTFOLIO	CULINARY ARTS
★ Project impact	★ Workload Shared & Time Efficiency
★★ Addresses a specific need	★★ Safety
★★★ Increase awareness/public relations	★★★ Sanitation

DIGITAL STORIES FOR CHANGE	EARLY CHILDHOOD EDUCATION
★ Project Summary	★ Evidence of developmental knowledge
★★ Creativity and Design	★★ Lesson plans
★★★ Technical Quality Images or Video	★★★ Activity planning form: setting, supplies, activity

ENTREPRENEURSHIP	ENVIRONMENTAL AMBASSADOR
★ Business description	★ Creativity and multiplication of project
★★ Organizational chart	★★ Knowledge of the relationship of environmental concern to participants' home, school, and/or community
★★★ Budget	★★★ Scope of educational presentation

FCCLA CHAPTER WEBSITE	FASHION CONSTRUCTION
★ Promotion of FCS and FCCLA	★ Knowledge of construction
★★ Membership Information	★★ Display
★★★ Program of Work	★★★ Selected skill area (overall score)

FASHION DESIGN	FOCUS ON CHILDREN
★ Collection design	★ Applies child development concepts
★★ Career path	★★ Impacts children and community positively
★★★ Fabric profiles	★★★ Addresses a specific need

FOOD INNOVATIONS	HOSPITALITY, TOURISM, AND RECREATION
★ Original prototype formula(s)	★ Background research
★★ Nutrition information	★★ Customer service strategy
★★★ Product testing method	★★★ Business web site: client services and knowledge of respective focus area

ILLUSTRATED TALK	INTERIOR DESIGN
★ Visuals/props – Creativity to enhance presentation	★ Originality of design
★★ Visuals/props effectively illustrate content	★★ Scaled room floor plan
★★★ Oral presentation – Knowledge of subject matter	★★★ Use of display boards during presentation

INTERPERSONAL COMMUNICATIONS	JOB INTERVIEW
★ Case study response: knowledge of communication techniques ★★ Oral presentation – Impact on interpersonal communications ★★★ Oral presentation – Use of appropriate techniques	★ Career Related Education ★★ Educational Enhancement Opportunities ★★★ Business Communication
LEADERSHIP	**LIFE EVENT PLANNING**
★ Leadership Profile & Employability Skills Checklist ★★ Leadership inventory summary ★★★ Leadership reflection	★ Comparison shopping: format ★★ Oral presentation – Explained decisions involved in developing financial plan for event ★★★ Oral presentation – Knowledge of subject matter
NATIONAL PROGRAMS IN ACTION	**NUTRITION AND WELLNESS**
★ Identify concerns: knowledge of the national program ★★ Act: action taken on plan ★★★ Form a plan: organization	★ Evidence of nutrition and wellness research ★★ Knowledge of subject matter ★★★ Nutrition and wellness goals
PARLIAMENTARY PROCEDURE	**PROMOTE AND PUBLICIZE FCCLA**
★ Proper use of parliamentary law ★★ Demonstration time and quality ★★★ Team participation	★ Promotion plan description ★★ Evidence of research ★★★ Evidence of campaign
RECYCLE AND REDESIGN	**SAY YES TO FCS EDUCATION**
★ Design and construction skills – Overall quality of workmanship ★★ Display ★★★ Design and construction skills – Selected skill areas (overall score)	★ FCS Education Research Summary ★★ Classroom Observation Summary ★★★ FCCLA Integration Plan
SPORTS NUTRITION	**TEACH AND TRAIN**
★ Nutrient evaluation ★★ Sport and training summary pages ★★★ Nutrition and hydration plan	★ Career exploration ★★ Evidence of technology used ★★★ Lesson/workshop plan: organization

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

STAR EVENTS — Advocacy

Advocacy, an *individual* or *team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify a local, state, national or global concern, research the topic, identify a target *audience* and potential partnerships, form an action plan, and advocate for the issue in an effort to positively affect a policy or law. Participants must prepare a ***portfolio*** and **oral presentation.**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Education & Training
- Government & Public Administration
- Human Services
- Information Technology

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participants will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time
4. The oral presentation **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. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 50 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 61 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include proof of submission in the portfolio.
0–11	*Content Divider Pages* or Sections	Use 0 to 11 *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*.
Up to 35 8 ½" x 11" pages or 45 slides	Issue Type	Choose an issue with which to conduct the project in an effort to positively affect a policy or law. The issue should be relevant, *current*, and based on an actual need observed by the participant(s). Indicate whether the issue is a local, state, national or global concern. If the issue could be addressed at multiple levels, the participant will choose one level on which to focus.
	Issue Research	Comprehensively describe the concern the project addresses, including points from all sides of the issue. Research should be based on factual information and pros and cons of each side of the issue should be addressed. Research should include the stakeholders in the issue and their position regarding the concern.
	Project Goals	Determine the goals of the project and write points of support for each of the goals throughout the project.
	Elevator Speech	Develop a short, concise statement about the project's point of view and goals for the issue that can be used if given limited time or a chance meeting with someone who is interested in the participants' opinion.
	Leave Behind	Using information from the issue research, project goals, and applicable statistics and data, participant should create a document no larger than one 8" x 11" page that could be left with individuals following a meeting to summarize and remind them of the participants' request. *If using an *electronic portfolio*, the one page document should be included in its original form to capture the exact document used in the project.

Advocacy Specifications (continued)

Up to 35 pages or 45 slides *(continued)*	Target *Audience* Profile	Determine who best the participant(s) should direct their efforts toward and research the past opinions and actions of those individuals or groups. Include ways discovered to best reach the chosen *audience(s).*
	Partnerships	Research, identify, and interview individuals or groups who hold similar interests or values and could provide support for the participants' efforts. Include evidence of the participant(s) reaching out to individuals or groups and their response.
	Methods of Action	Detail each of the methods of action used during the project. Meetings and presentations should be documented by summarizing who the participant(s) met with, time of the meeting, main discussion points, and any follow up planned/conducted, letters/articles should be included in the *portfolio*, etc.
	Media Involvement	Include efforts and any successes in gaining media attention around the concern. This should include newspaper, radio, television, internet, social media, etc.
	Results of Advocacy	Include information regarding the results of the participants' efforts, including actions taken by those they targeted, response from those approached, ideas for future improvement in advocacy methods, etc. Identify the most frequent concern regarding the issue encountered through the participants' targeted *audience* and include suggestions on how to counteract their opposition in the future.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project *content* to Family and Consumer Sciences and related careers.
Knowledge of *Public Policy*	Demonstrate thorough knowledge of *public policy* and ability to apply knowledge to real-life situations.
Use of *Portfolio* and *Visuals* During Presentation	Use the *portfolio* and *visuals* to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
ADVOCACY

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 50 single-sided pages or 61 slides completed correctly, including: 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides - Project Summary Submission Proof - Up to 11 content divider pages or slides - Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

ADVOCACY
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Issue Type 0–3 points	**0** Not provided		**1** Issue type identified, but is not related to a policy or law, or level of focus not identified	**2** Issue type of policy or law, and level of focus identified as local, state, national or global		**3** Issue type of policy or law, and level of local, state, national, or global focus identified, based on relevant, current and actual need	
Issue Research 0–5 points	**0** Not included	**1** Issue is mentioned	**2** Issue is identified with limited research provided for one side of the issue	**3** Issue is identified, researched, but it does not validate the concerns	**4** Issue is identified, and evidence of the need is used to form the action plan	**5** Issue is identified and researched with validity to the need for action, including various stakeholders identified and their position on the issue	
Project Goals 0–3 points	**0** Not provided		**1** Project goals are identified though missing points of support	**2** Project goals are identified, with partial points of support included		**3** Project goals and points of support for each goal is identified and well documented	
Elevator Speech/ Leave Behind 0–5 points	**0** Not included		**1 2** Talking points are evident, not well developed	**2 3** Talking points are evident and well developed, leave behind item is evident		**4 5** Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed	
Target Audience 0–3 points	**0** Not included		**1** Audience is mentioned but not thoroughly defined	**2** Audience is defined but limited on past opinions and actions		**3** Audience(s) are well defined, research on past opinions and actions, and provides method for reaching target audience(s)	
Evidence of Partnerships 0–3 points	**0** No partnerships provided		**1 2** Partnerships identified though lacks evidence of reaching out to or interviews with partners		**3** Partnerships identified, researched and interviewed with evidence of reaching out		
Methods of Action 0–5 points	**0** Not included	**1** Steps inadequate	**2** Presented but not organized	**3** Steps are well organized, but does not include details of meeting, discussion, or follow up	**4** Steps are presented, organized, summarized project explained, includes some meeting details	**5** Plan is well developed and each step is fully explained, includes meeting details, discussion points, and follow up	
Media Involvement 0–3 points	**0** Not included		**1** Incomplete list of media resources, not current	**2** Complete list of media resources, though fails to document efforts or successes		**3** Extensive list of appropriate media sources from several various mediums and includes efforts and successes	
Results of Advocacy/Action Plan Assessment 0–5 points	**0** No follow up was done	**1** Outcomes inadequately stated, and no evaluation used	**2** Outcomes inadequately stated, evaluation method used and results explained	**3** Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results explained	**4** Outcomes are measurable, complete and thoroughly done. Multiple methods were used and results are explained	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve future efforts are included	
Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Resources are incomplete, not current, or not reliable for project	**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized		**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling		**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Advocacy Rubric (continued)

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well
					9 10 Presentation covers all relevant information with a seamless and logical delivery
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared
					5 Knowledge of career and FCS relationship is evident and explained well
Knowledge of Public Policy 0-10 points	**0** Little or no evidence of knowledge of public policy	**1 2** Minimal evidence of knowledge of public policy	**3 4** Some evidence of knowledge of public policy	**5 6** Knowledge of public policy is evident but not effectively used in presentation	**7 8** Knowledge of public policy is evident and shared at times in the presentation
					9 10 Knowledge of public policy is evident and incorporated throughout the presentation
Use of Portfolio and Visuals during Presentation 0-5 points	**0** Portfolio and visuals not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation
					5 Presentation moves seamlessly between oral presentation, portfolio and visuals

Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions
					5 Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Applied Math for Culinary Management

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

2018-2019 Topic: Understanding and applying yield percent

EVENT CATEGORIES

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Hospitality & Tourism

PROCEDURES & TIME REQUIREMENTS

1. All National Leadership Conference participants will take the Applied Math for Culinary Management Test during the online testing window, May 6-22, 2019, following the online testing specifications. Participants will have 30 minutes to complete the test. Tests will be evaluated and the results will be factored into the team's final score.

2. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

3. Room consultants and evaluators will have 5 minutes to preview the *file folder before* the presentation begins.

4. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

5. Participants(s) will be given 10 minutes to complete the case study in a separate case study room. The completed case study will be given to evaluators prior to the oral presentation.

6. The oral presentation **may be up to** 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.

7. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation.

8. Following the presentation, evaluators will have 5 minutes to interview the participant(s) about the oral presentation and the case study.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File Folder, Visuals, Oral Presentation	Table	Not provided	5 minutes setup/10 minutes case study	5 minutes prior to presentation	1-minute warning at 4 minutes; stopped at 5 minutes/10 minutes case study	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

9. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

ELIGIBILITY &
GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participation is open to any nationally affiliated FCCLA occupational member who must be or has been enrolled in a culinary arts occupational training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*) or a Family and Consumer Sciences course preparing them for a career in culinary arts or hospitality careers (following a nationally recognized curriculum such as ProStart®). Students enrolled in general food and nutrition courses not preparing them for a career in Culinary Arts are not eligible.

3. A table and blank note cards for the preparation of the case study response will be provided. Participants must bring all necessary supplies. Participants may bring a calculator, but not a mobile device with a calculator app, for the case study. Wall space is not available.

4. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

APPLIED MATH FOR CULINARY MANAGEMENT
Specifications

Test

All National Leadership Conference participants will take the Applied Math for Culinary Management Test online prior to competition. Participants will have 30 minutes to complete the 20-question test. Test questions may include multiple choice, true/false, or multi-step *problem solving*. States will determine the method of administering the test at regional/district and state competitions.

File Folder

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

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

Case Study

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

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

Oral Presentation

The oral presentation may be up to 5 minutes in length and is delivered to evaluators. The presentation should illustrate the use of mathematics in culinary arts and must be based on the annual topic as listed in the event description.

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

Applied Math for Culinary Management Specifications (continued)

Visuals/Props

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

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

STAR Events Point Summary Form
APPLIED MATH FOR CULINARY MANAGEMENT

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0** Yes **3**			
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	
Test Scores 0-20 points	Participant 1 _____ Participant 2 _____ Participant 3 _____ **Total Team Score _____**		Total Team Score _____ divided by # of participants on team_____ **= Average Team Score _____** (20 points possible)	
File Folder 0–4 points	**0** No File Folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	**4** File Folder is presented with correct labeling and sufficient evaluator materials • 1 Project ID Page • 1 Planning Process summary • 1 Project Summary Submission Proof • 1 Works Cited/Bibliography	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

           = AVERAGE EVALUATOR SCORE

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

ROOM CONSULTANT TOTAL (30 points possible)	
AVERAGE EVALUATOR SCORE (70 points possible)	_ _ . _ _
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

APPLIED MATH FOR CULINARY MANAGEMENT
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

ORAL PRESENTATION							
Organization/ Delivery 0 – 5 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1** Presentation covers some topic elements	**2** Presentation covers all topic elements but with minimal information	**3** Presentation gives complete information but does not explain the project well	**4** Presentation covers information completely but does not flow well	**5** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-3 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions		**2** Responded adequately to all questions		**3** Responses to questions were appropriate and given without hesitation	

VISUALS							
Effectively Illustrate Content 0-5 points	**0** Visuals not provided	**1 2** Visuals are weak in supporting the presentation		**3 4** Visuals support the presentation but do not complement the content		**5** Visuals support and complement the presentation	
Use of Visuals during Presentation 0-5 points	**0** Visuals not used during presentation	**1** Visuals used to limit amount of speaking time	**2** Visuals used minimally during presentation	**3** Visuals incorporated throughout presentation	**4** Visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and visuals	

Applied Math for Culinary Management Rubric (continued)

Points

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

Evaluator's Comments:

TOTAL
(70 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

STAR EVENTS — Career Investigation

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.

2. The participant will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*) during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.

4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. Following the presentation, evaluators will have 5 minutes to interview the participant.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

CAREER INVESTIGATION
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and career investigated.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–7	*Content Divider Pages* or Sections	Use 0 to 7 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 25 8 ½" x 11" pages or 35 slides	Self-Assessment	Document evidence of self-assessment. Examples include examining personal interests, values, aptitudes, skills, personality traits, 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 and advancement opportunities; job outlook; and salary.
	Experiences with Business, Industry, Agencies, and Organizations	Document experiences in selected career field. Examples of documentation may include but are not limited to written summaries of interviews from business, industry, agency, organization personnel; written narrative of job shadowing or cooperative work experiences; and photographs.
	Samples of School Work	Include examples or samples of Family and Consumer Sciences and academic coursework.
	Use of Family and Consumer Sciences Coursework/Standards	Describe ways Family and Consumer Sciences coursework and/or standards will be used in selected career.
	Career Planning	State career goals and create a plan for achieving goals. Include plans for high school and further education and training as well as extra-curricular and intra-curricular activities that will enhance possibilities for achieving goals.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. Resources should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Career Investigation Specifications (continued)

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present *current* data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework/ Standards	Describe the relationship of Family and Consumer Sciences coursework and/or standards to selected career.
Use of *Portfolio*	Use *portfolio* to describe all phases of the project.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
CAREER INVESTIGATION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show "across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides - Project Summary Submission Proof - Up to 7 content divider pages or slides - Up to 25 content pages or 35 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

= AVERAGE EVALUATOR SCORE
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)
_____

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

CAREER INVESTIGATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO

FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Self Assessment 0–10 points	**0** Not included	**1 2** Vaguely referred to but incomplete evidence	**3 4** Some evidence of self-assessment	**5 6** Explained somewhat, but not documented sources of self-assessment	**7 8** Documented resources used for self-assessment	**9 10** Documented variety of resources used, described role of self-assessment in selection of career	
Evidence of Career Research 0–10 points	**0** Not explained	**1 2** Some research done but incomplete information	**3 4** Research is current but from unreliable sources	**5 6** Research is current but only partially describes job description	**7 8** Research is current, appropriate for topic; from reliable sources	**9 10** Research is current, from reliable sources, documented correctly, and appropriate for topic	
Experiences with Business, Industry, Agencies, and Organizations 0–5 points	**0** No samples provided	**1** Limited samples are provided	**2** Limited experiences were undertaken	**3** Few experiences explained; little variety of experiences	**4** Good variety of experiences and of value to the career choice selected	**5** Wide variety of valuable experiences and documentation is clear and easy to understand	
Samples of School Work 0–5 points	**0** No samples provided	**1** Limited number of samples provided	**2** Limited samples of FCS or academic coursework	**3** Samples of FCS and academic coursework are provided	**4** Explanation and documented evidence of how school work will be used be in selected career	**5** School work is explained thoroughly as to how it will be used in selected career	
Use of Family and Consumer Sciences Coursework and Standards 0–5 points	**0** No explanation of FCS	**1** Brief explanation provided of FCS coursework	**2** Limited examples of Academic coursework as it relates to career choice	**3** Brief explanation, limited evidence of how coursework will be used in selected career	**4** Relationship of FCS coursework and standards to selected career is briefly explained	**5** FCS coursework and standards are explained thoroughly and related to selected career	
Career Planning 0–5 points	**0** No career goal stated	**1** Briefly explained career goal(s)	**2** States career goal(s) but no plan for achieving goal(s)	**3** Brief explanation of career goal(s) and how to achieve the goal(s)	**4** States career goal(s) that includes plan for education/ training and other activities for achieving goal(s)	**5** Clearly states career goal(s) and includes thorough explanation of plan and activities for achievement of goal(s)	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling		**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Career Investigation Rubric (continued)

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery
Knowledge of Selected Career 0-5 points	**0** Little evidence of career knowledge	**1** Minimal evidence of career knowledge	**2** Some evidence of career knowledge	**3** Knowledge of career is evident but not effectively used in presentation	**4** Knowledge of career is evident and shared at times in the presentation	**5** Knowledge of career is evident and incorporated throughout the presentation
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared	**5** Knowledge of career and FCS relationship is evident and explained well
Use of Portfolio during Presentation 0-5 points	**0** Portfolio not used during presentation	**1** Portfolio used to limit amount of speaking time	**2** Portfolio used minimally during presentation	**3** Portfolio incorporated throughout presentation	**4** Portfolio used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and portfolio

Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL _____

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____

Chapter in Review Display

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Arts, A/V Technology & Communications
- Hospitality & Tourism
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display.* Other persons may not assist.

2. 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.

3. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.

4. Following the presentation, evaluators will have 5 minutes to interview participants.

5. Following the interview, evaluators will have 5 minutes to review the *display*.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.

4. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Display, Oral Presentation	Table	Not provided	5 minutes	5 minutes after presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	35 minutes

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

CHAPTER IN REVIEW DISPLAY
Specifications

Display

A *display* should be used to document and illustrate the chapter's program of work.

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

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

Chapter in Review Display Specifications (continued)

Oral Presentation

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

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

![FCCLA logo - Family, Career and Community Leaders of America]

STAR Events Point Summary Form
CHAPTER IN REVIEW DISPLAY

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Online Event Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

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

CHAPTER IN REVIEW DISPLAY
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Membership Campaigns 0–5 points	**0** Not evident	**1** 1 or no campaign shown		**2 3** Campaigns described		**4 5** Campaigns are creative, thorough and successful	
Meetings 0-3 points	**0** No evidence shown	**1** Meetings held/attended		**2** Meetings scheduled but attendance not indicated		**3** Meetings appropriately scheduled with attendance noted at chapter, district/regional, state and/or national levels	
Recognition Activities 0–3 points	**0** Not evident	**1** Limited or no activities shown		**2** Recognition activities are held appropriately		**3** Recognition activities are creative and built into each event, multiple strategies	
Leadership, Competitive, Cooperative, and Individualized Projects and Activities 0-10 points	**0** No activities listed	**1 2** Members participate in 1 of the 4 areas identified	**3 4** Members participate in 2 of the 4 areas identified	**5 6** Members participate in 3 of the 4 areas identified	**7 8** Members participate in each of the 4 areas identified	**9 10** Members are engaged in each of the 4 areas identified. Strategies result in activities which support and strengthen the program of work	
Community Service Activities 0–5 points	**0** Not evident	**1** 1 or no activities shown	**2** Limited service activities shown	**3** Service activities are evident and effective	**4** 2 or more creative and effective service activities with multiple partnerships	**5** Extensive service activities and effective results	
Chapter Resource Development 0–5 points	**0** No evidence shown	**1** Limited evidence of resource development	**2** 1/more fundraisers or events to generate resources	**3** Multiple fund development activities with varied results	**4** Fundraisers and resources sought effectively	**5** A developed system of seeking resources, fundraisers, donations	
Chapter Budget 0–5 points	**0** No evidence shown	**1** Budget is evident but lacks information details	**2** Budget is evident and may be incomplete	**3** Budget is adequate but not extensive	**4** Budget is detailed	**5** Budget is detailed and follows generally accepted accounting procedures	
State and National Programs 0–5 points	**0** Not evident	**1** 1 program with limited scope	**2** 2 or less activities	**3** 2 or more activities	**4** 3 or 4 activities shown with effective results	**5** 5 or more activities shows with effective results	
Public Relations Efforts 0–5 points	**0** No evidence	**1** 1 activity shown		**2 3** 2 or more activities shown		**4 5** 3 or more creative and effective activities with a variety of methods including technology	
Display 0-5 points	**0** Display not used during presentation	**1** Display has many errors and is not aesthetically pleasing	**2** Display has minimal appeal	**3** Display has good word, color, and design choices	**4** Display is creative, has good word, color, and design choice	**5** Display is creative, appropriate and of high quality	

Chapter in Review Display Rubric (continued)

<div align="right">Points</div>

ORAL PRESENTATION

Category					
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery
Program of Work 0-5 points	**0** Not evident		**1** Missing or lacks variety	**2 3** Focuses on a few areas	**4 5** Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA
Use of Display during Presentation 0-5 points	**0** Display not used during presentation	**1** Display used to limit amount of speaking time	**2** Display used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively		**1** Voice quality is adequate	**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Chapter in Review Portfolio

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Arts, A/V Technology & Communications
- Hospitality & Tourism
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy* or electronic) to the event room consultant at the designated participation time.

2. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins.

3. 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.

4. If audio and/or visual recordings are used, they are limited to a 3-minute playing time during the presentation.

5. Following the presentation, evaluators will have 5 minutes to interview participants.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Portfolio, Oral Presentation	Table	Not provided		10 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	35 minutes

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

CHAPTER IN REVIEW PORTFOLIO
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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 chapter's program of work; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–9	*Content Divider Pages* or Sections	Use 0 to 9 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8 ½" x 11" pages or 45 slides	Membership *Campaigns*	Actively recruit new members and maintain *current* ones through creative and innovative *campaigns*.
	Meetings	Schedule and indicate attendance at chapter, district/regional, state, and/or national meetings.
	Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
	Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
	Community Service Activities	Plan and conduct service projects benefiting the school and/or *community*.
	Chapter Resource Development	Maintain adequate chapter finances through fundraising *campaigns* or other efforts.
	Chapter Budget	Document the flow of money in and out of the chapter budget for the *current* year. Budget template available at www.fcclainc.org/content/resources.
	State and National Programs	Complete project activities related to state and national programs.
	Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related careers.
	Portfolio Appearance	*Portfolio* should be neat, legible, *professional*, creative and use correct grammar and spelling.

Chapter in Review Portfolio (continued)

Oral Presentation

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

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

STAR Events Point Summary Form
CHAPTER IN REVIEW PORTFOLIO

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including: 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides - Project Summary Submission Proof - Up to 9 content divider pages or slides - Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____ Initials _____

Evaluator 2_____ Initials _____

Evaluator 3_____ Initials _____

Total Score_____ divided by number of evaluators

_____ = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible) _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total) _ _ . _ _

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

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

CHAPTER IN REVIEW PORTFOLIO
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Chapter in Review Portfolio Rubric (continued)

Points

ORAL PRESENTATION						
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery
Program of Work 0-5 points	**0** Not evident	**1** Missing or lacks variety	**2 3** Focuses on a few areas		**4 5** Shows variety/creativity with comprehensive member involvement. Reflects Purposes of FCCLA	
Use of Portfolio during Presentation 0-5 points	**0** Portfolio not used during presentation	**1** Portfolio used to limit amount of speaking time	**2** Portfolio used minimally during presentation	**3** Portfolio incorporated throughout presentation	**4** Portfolio used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and portfolio
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Chapter Service Project Display

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display.* Other persons may not assist.

2. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.

3. If audio and/or visual recordings are used for the *display* event, they are limited to 1-minute playing time during the presentation.

4. Following the presentation, evaluators will have 5 minutes to interview participants.

5. Following the interview, evaluators will have 5 minutes to review the *display.*

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.

4. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when done.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Display, Oral Presentation	Table or freestanding space	Not provided	5 minutes	5 minutes following presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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

CHAPTER SERVICE PROJECT DISPLAY
Specifications

Display

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

Oral Presentation

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

Evaluation Criteria

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

Chapter Service Project Display Specifications (continued)

Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
Act: Youth Involved and Volunteer Recruitment	Project is youth-led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.
Act: Uniqueness	Project should be uniquely designed by youth to meet the needs and *audience* intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
Follow Up: Evaluation and Follow-up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, formal evaluations.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Use of *Display*	Design original, appealing *display*. Use the *display* to support, illustrate, and complement the project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of *display* and notes, or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluators' questions. All team members involved in responding to questions.

STAR Events Point Summary Form
CHAPTER SERVICE PROJECT DISPLAY

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

         = **AVERAGE EVALUATOR SCORE**

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

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

CHAPTER SERVICE PROJECT DISPLAY
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Chapter Service Project Display Rubric (continued)

	0	1	2	3	Points
Budget *Form a Plan* 0-3 points	No budget provided	Budget is evident	Budget reflects the project's goals	Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project	
Increase Awareness Public Relations *Form a Plan* 0-3 points	No activities shown	Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	Multiple strategies for media, outreach and publicity are evident	Project positively increased awareness of FCCLA and FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board	
Project Impact *Act* 0-3 points	Impact missing	Impact on community or chapter members is explained in a limited way	Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	Impact is significant with data, statistics, surveys and information	

	0	1	2		Points
Youth Involved and Volunteer Recruitment *Act* 0-2 points	Project is not youth led. Volunteers were not recruited	Project is youth led and members volunteered	Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)		
Uniqueness *Act* 0-2 points	Project is not unique	Project has been done previously or is a project designed to a similar effort	Project is unique in its approach to solve a problem or meet a need		

	0	1	2	3	4	Points
Evaluation *Follow Up* 0-4 points	No evidence of follow up	Limited evidence of follow up and evaluation	Evaluation is evident. Some strategies are used for follow up	Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	Points
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	Points
Use of Display during Presentation 0-5 points	Display not used during presentation	Display used to limit amount of speaking time	Display used minimally during presentation	Display incorporated throughout presentation	Display used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	

	0	1	2	3	Points
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	Points
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Chapter Service Project Portfolio

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (hard copy or electronic) to the event room consultant at the designated participation time.

2. Room consultants and evaluators will have 5 minutes to preview the *portfolio* before the presentation begins.

3. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.

4. Following the presentation, evaluators will have 5 minutes to interview participants.

5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participants must bring all necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

GENERAL INFORMATION								
Individual or Team Event	**Prepare Ahead of Time**	**Equipment Provided**	**Electrical Access**	**Participant Set Up / Prep Time**	**Room Consultant & Evaluator Review Time**	**Maximum Oral Presentation Time**	**Evaluation Interview Time**	**Total Event Time**
Team	Portfolio, Oral Presentation	Table	Not provided		5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

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

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

CHAPTER SERVICE PROJECT PORTFOLIO
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–5	*Content Divider Pages* or Sections	Use 0 to 5 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
	Portfolio Appearance	*Portfolio* should be neat, legible.
Up to 10 8 ½" x 11" pages or 20 slides	Identify Concerns: Address Special Needs	Project addresses an urgent and significant need in the school, *community*, and world. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. Technology may have been used to gather data.
	Identify Concerns: Target *Audience*	Research and consideration were given to develop an appropriate project for a specific *audience*.
	Set a Goal: Goals/Mission	Project's goals and mission are clear and stated based on needs and research.
	Set a Goal: Reflects FCCLA Purposes	Project is related to at least one of the organization's eight purposes, and may also relate to the mission of FCCLA or the organization's strategic plan.
	Set a Goal: Relates to Family and Consumer Sciences	Project relates to family and consumer sciences *content*, standards and the knowledge and skills of members learned in family and consumer sciences areas is utilized.
	Form a Plan: Scope	Include evidence that the scope of the project is rigorous and thorough.
	Form a Plan: Project Organization	Project was planned with alternative actions, consequences of various actions and barriers or challenges addressed.
	Form a Plan: Partners	Include partnerships and cooperative actions taken.

Chapter Service Project Portfolio Specifications (continued)

Up to 10 8 ½" x 11" pages or 20 slides	Form a Plan: Work Plan	Work plans for members and volunteers are detailed and specific.
	Form a Plan: Timeline	Project was planned for the time involved in implementing the project.
	Form a Plan: Activities, Tasks and Roles	Activities were planned for various roles, tasks of the members and volunteers.
	Form a Plan: Budget	Project budget was developed to reflect the project goals and is detailed and thorough.
	Form a Plan: Increase Awareness/Public Relations	Project plans include media outreach, involvement of elected officials, and positive messages about FCCLA and Family and Consumer Sciences.
	Act: Project Impact	Include evidence that the intended impact of the project was reached or reasons why it was not.
	Act: Youth Involved and Volunteer Recruitment	Project is youth-led and involves volunteers. Nontraditional volunteers (culturally inclusive, special needs, older people, etc.) are sought for their involvement.
	Act: Uniqueness	Project should be uniquely designed by youth to meet the needs and *audience* intended. Project that is an annual project, a previous project or not unique will not receive as many points on the rubric.
	Follow Up: Evaluation and Follow up	Utilize methods for evaluation such as pre- and post-surveys, interviews, reports, observations, and formal evaluations.

Oral Presentation

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

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

STAR Events Point Summary Form
CHAPTER SERVICE PROJECT PORTFOLIO

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1**　　　**2**　　　**3** **2 or more errors**　**1 error**　**no errors** Portfolio contains no more than 19 single-sided pages or 30 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 5 content divider pages or slides • Up to 10 content pages or 20 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____	Initials _____	**ROOM CONSULTANT TOTAL** (10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
_____	*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	Room Consultant Total)	_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

CHAPTER SERVICE PROJECT PORTFOLIO
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Chapter Service Project Portfolio Rubric (continued)

Points

	0	1	2	3	
Budget *Form a Plan* 0-3 points	No budget provided	Budget is evident	Budget reflects the project's goals	Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project	
Increase Awareness Public Relations *Form a Plan* 0-3 points	No activities shown	Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	Multiple strategies for media, outreach and publicity are evident	Project positively increased awareness of FCCLA and FCS with many of these audiences: peers, community, public, elected officials, school administrators, and school board	
Project Impact *Act* 0-3 points	Impact missing	Impact on community or chapter members is explained in a limited way	Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	Impact is significant with data, statistics, surveys and information	

	0	1	2	
Youth Involved and Volunteer Recruitment *Act* 0-2 points	Project is not youth led. Volunteers were not recruited	Project is youth-led and members volunteered	Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)	
Uniqueness *Act* 0-2 points	Project is not unique	Project has been done previously or is a project designed to a similar effort	Project is unique in its approach to solve a problem or meet a need	

	0	1	2	3	4	
Evaluation *Follow Up* 0-4 points	No evidence of follow up	Limited evidence of follow up and evaluation	Evaluation is evident. Some strategies are used for follow up	Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Use of Portfolio during Presentation 0-5 points	Portfolio not used during presentation	Portfolio used to limit amount of speaking time	Portfolio used minimally during presentation	Portfolio incorporated throughout presentation	Portfolio used effectively throughout presentation	Presentation moves seamlessly between oral presentation and portfolio	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____
Evaluator Initial ___
Room Consultant Initial _____

Culinary Arts

Culinary Arts, a *team event,* recognizes participants enrolled in *occupational* culinary arts/ food service training programs for their ability to work as members of a *team* to produce a quality meal using industrial culinary arts/food service techniques and equipment. *Teams* of participants must **develop a plan** for the time allotted, **prepare menu items** given to them at the time of the event, and **present their prepared items** to evaluators.

EVENT CATEGORY

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Hospitality & Tourism

PROCEDURES & TIME REQUIREMENTS

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire. 20 minutes will be scheduled for equipment inventory check. Teams will turn in a prepared time management plan prepared on the published menu.

2. *Teams* will be given a menu and all required recipes and ingredients.

3. *Teams* will have 20 minutes to organize work area, obtain supplies, and adapt the time management plan, if required.

4. *Teams* will have 60 minutes to prepare required food products according to recipe specifications.

5. After 60 minutes, participants will present two plates for evaluation of appearance, taste, and temperature.

6. Participants will have 15 minutes to clean up their workstations and return unused food to the central station.

7. 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.
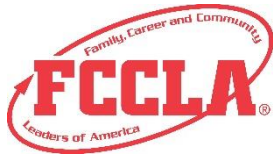
ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team	Equipment	Large equipment, food	Not provided	20 minutes prep time	20 minute equipment check	60 minutes food production	15 minutes cleanup	1 hour and 55 minutes

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

2. Teams should be made up of up to three participants from the same chapter or state.

3. Participants must be or have been enrolled in a culinary arts/food service *occupational* training program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*). Programs which meet this requirement may be determined by the state department of education. Students enrolled in food and nutrition courses in Family and Consumer Sciences *comprehensive* programs are not eligible.

4. The competition menu and equipment list for the National Leadership Conference will be posted on the FCCLA national website by April 1. Any necessary large equipment will be provided for national competition. Only items on the list may be brought to the event. Any items not on the equipment list will be removed and returned to the team after clean-up.

   For regional/state competitions, menus and equipment lists will be provided by the host facility and/or state association.

5. Each team must complete the online project summary form located on the "Surveys" tab of the FCCLA Portal and provide proof of submission at the assigned participation time.

6. 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.

7. All food will be provided. Identical food items will be available to each *team.* No other food products, garnishes, or condiments may be brought to the event.

8. Participants will receive team scores on their personal appearance, and food production.

Uniform and Appearance

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

Uniform, Jewelry and Personal Hygiene	Clean and appropriate *uniform* including *professional* 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). Facial jewelry is concealed with bandages. No additional jewelry, with the exception of a watch, is allowed. Facial hair is permitted if appropriate covering is used. Hair is properly restrained with hairnet if hair extends past the neck line. Minimal makeup, no cologne or nail polish. Acceptable graphics on the Culinary Arts uniform include the FCCLA logo, school, chapter, or state name or logo, and individual name. No additional logos are permitted.

Safety and Sanitation

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

Safety and Sanitation	Work station 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.

Food Production

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

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques in the preparation of food products and garnishes. Use proper amount of product in food production and incorporate usable by-products or return to safe storage.
Shared Workload and Time Efficiency	Complete all tasks efficiently within the time allowed. Members evenly share the workload; equally contribute to the completion of the tasks, and display technical and leadership skills. Timeline is accurate.
Use of Products	Follow directions of recipes in proper sequence, amounts, and preparation. Incorporate usable by-products into recipes, if appropriate.
Mise en Place	Work as an effective, contributing team and display organizational skills. Mise en place is well executed.

Food Taste and Presentation

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

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

STAR Events Point Summary Form
CULINARY ARTS

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

3. At the end of competition, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

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

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= **AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

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

CULINARY ARTS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

SAFETY AND SANITATION				Points
Safety 0–10 points	**0** Station is disorganized, safety is disregarded	**1 2 3 4** Station is lacking neatness and organization, questionable knife and small equipment safety	**5 6 7 8** Station is neat and organized, knife safety is good and most small equipment is handled safely and properly	**9 10** Station is very neat and organized, all knives and small equipment are handled safely and properly. y	
Sanitation 0–10 points	**0** Disregards safety and created unsafe and unsanitary conditions	**1 2 3 4** Shows minimal safety and sanitation practices, surfaces inconsistently cleaned and sanitized, inconsistent hand washing	**5 6 7 8** Inconsistently follows most safety and sanitation practices, food contact surfaces are cleaned and sanitized occasionally, occasional hand washing	**9 10** Follows all safety and sanitation practices, food contact surfaces are cleaned and sanitized frequently, frequent hand washing	
FOOD PRODUCTION				
Equipment, Tools & Techniques 0 – 10 points	**0** Selection and usage of tools/equipment lacks understanding and demonstration of skills	**1 2 3 4** Selection and usage of tools/equipment demonstrate some industry techniques	**5 6 7 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	
Workload Shared and Time Efficiency 0-5 points	**0** All members are unskilled in individual tasks, workload is very unevenly distributed and team members are challenged to complete tasks. Timeline is not used	**1 2** Some members are skilled in individual tasks while others seem challenged, work load is unevenly distributed and team members contribute unequally. Timeline is poorly developed	**3 4** All members are adequately skilled in individual tasks, work load is evenly distributed and most team members contribute equally. Timeline is mostly accurate	**5** All members are highly skilled in individual tasks, work load is evenly distributed and all team members contribute equally. Timeline is accurate	
Mise en Place 0-5 points	**0** Mise en place is poorly executed and team displays unacceptable organizational skills	**1 2** Mise en place is fairly organized and team displays marginal organizational skills	**3 4** Mise en place is organized and team displays sufficient organizational skills	**5** Mise en place is well executed and team 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				
Plating and Presentation 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	
Taste, Texture & Seasoning 0-5 points	**0** Poor use of contrasting colors and visible texture. All food items are seasoned incorrectly and out of balance with one another	**1 2** Fair use of contrasting colors, visible texture, flavor and mouth feel. Most foods are seasoned incorrectly and are out of balance with one another	**3 4** Good use of contrasting color, visible texture, flavor and mouth feel. Most foods are seasoned correctly and in balance with one another	**5** Excellent use of contrasting colors, visible texture, flavor and mouth feel. Food items are all seasoned correctly and in balance with one another	
Cooking Methods & Technique 0-5 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** 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	**3 4** 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	**5** Proper cooking methods and techniques used to produce quality food. Served at safe and proper temperatures. All sauces/dressings are served at the correct temperature and consistency. Maillard reaction is properly executed, if required.	

Culinary Arts Rubric (continued)

FOOD ITEM #2

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

FOOD ITEM #3

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

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

CULINARY ARTS
Time Management Plan

Name of Member _____   State _____

Name of Member _____

Name of Member _____

Time	Activity	Member Responsible	Food Item/Equipment Needed

Culinary Arts Time Management Plan (continued)

Time	Activity	Member Responsible	Food Item/Equipment Needed

Digital Stories for Change

Digital Stories for Change, an *individual* or *team event*, recognizes participants who demonstrate their knowledge, skills, and abilities to actively identify an issue concerning families, careers, or communities; research the topic; and develop a *digital story* to advocate for positive change. **The topic for 2018–2019 is "Digital Citizenship" and must include topics related to the norms of appropriate, responsible behavior with regard to technology use.**

Level I: Participants must prepare a *digital story and project components* to be submitted online. **Level II:** Fifteen (15) entries will be invited to present their *digital story*, plus an **oral presentation,** at the National Leadership Conference.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12
See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Education & Training
- Finance
- Government & Public Administration
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry in each category.

PROCEDURES: LEVEL I

1. Participants create a *digital story* about an issue concerning families, careers, or communities using the 2018–2019 national topic (see event description). It is not a demonstration or "how to" presentation, nor a photo/video slide show.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Digital Story, Project Components, Oral Presentation (Level II)	Table, Laptop, Internet Access	Provided	5 minutes		1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	25 minutes

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

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

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

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

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 will 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. Deadline for submission and project completion of Level I entries is February 1, no Level I entries may be changed after February 1.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than 5:00 p.m. EST, February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required. Projects must be ready for evaluation at that time.

2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration fee will be the same fee required of all National STAR Events participants, plus a team *technology* fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above, will receive an invitation by March 15 to compete at the National Leadership Conference.

PROCEDURES & TIME REQUIREMENTS
For National Star Events Participation Only: Level II (Invitation Only)

1. Participants will have 5 minutes to set up their presentation.

2. Participants will play their digital video for the evaluators. The total running time of the *digital story* video **may be up to** 5 minutes in length. Videos will be stopped at 5 minutes.

3. 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.

4. Following the presentation, evaluators will have 5 minutes to interview the participant and review the project website and/or video.

5. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

GENERAL INFORMATION
National Leadership Conference Participants Only

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their *digital story* files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.

2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.

3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA Website by June 1.

AWARDS AND RECOGNITION— LEVEL II

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.

DIGITAL STORIES FOR CHANGE
Specifications

Website

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

1-8 ½" x 11" page	*Project Identification Page*	*Plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. Must be posted on the website in Microsoft Word or PDF format.
1-8 ½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; Must be posted on the website in Microsoft Word or PDF format. **For National Leadership Conference Phase II Participants Only:** use of the *Planning Process* must also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the website.
As Needed	Storyboard Pages	Using the provided template, participants develop a detailed storyboard for the *digital story* project. The storyboard should be developed in sequential order to include scripting, narration, sounds/music, images, sketches or *graphics*, and technical aspects such as timing and design. Must be posted on the website in Microsoft Word or PDF format.
Up to 3 8 ½" x 11" pages	Project Summary Pages	Project summary pages to include the purpose of the project, relationship to areas of Family and Consumer Sciences and/or related careers, relevant research, background information that might help the *audience* understand the point of view of the project, and the change or awareness goal of the project. Must be posted on the website in Microsoft Word or PDF format.

Digital Story/Video

Participants create a *digital story* about an issue concerning families, careers, or communities using the 2018-2019 national topic (see event description). The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website/wiki and must be available for viewing online. Do not provide a video download.

Introduction	Create an introduction to the *digital story* that is original, catches interest, and relates to the purpose and focus of the *digital story* project.
Purpose and Focus	The participants should establish a clear purpose, focus, and point of view early in the *digital story* and maintain this purpose and focus throughout the video presentation.
Subject Knowledge	Subject knowledge of the family, career, or *community* issue is clearly evident. All information presented in the video is appropriate and accurate.
Creativity and Design	Color, design, effects and creativity support the theme of the video. Should not distract the viewer from the purpose and focus.
Technical Quality—Sound	Sound quality—volume levels are adequate and consistent, clear sound (no crackling).
Technical Quality—Images or Video	Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion.
Technical Quality—Editing	Editing and production provides minimal, smooth, and effective transitions. Use of effects supports the story and maintains purpose and focus.
Works Cited/*Bibliography*	All work is original, or copyright permissions are included; only items licensed for reuse are used. Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.

Digital Stories for Change Specifications (continued)

Licensing	A copyright or licensing statement is included in the video. Creative Commons licensing may be used—www.creativecommons.org.
Communication— Graphics/Images	*Graphics*, images, or video creates emotion to match the storyline, and communicates symbolism or metaphors. Images are well coordinated with music, sound, or narrative. (Slide shows are not an acceptable format). Only original *graphics* or images or those licensed for reuse may be used.
Communication— Text	Word, text or *graphic* choices are powerful, vivid, and descriptive to *audience*, and support the purpose and focus. Spelling, word choice, and grammar are used correctly.
Communication— Music/Sound	Music or sounds used in the video should significantly enrich the project, create the appropriate mood or tone, and is coordinated with text or images. Only original music or music licensed for reuse may be used.
Narration	A narration of the *digital story* should follow an original script. Narration should include one or more of the participants, and others, as desired. The main narration should be in English; other languages may be used to enhance the *digital story*. Diction, fluency, and flow supports or enhances the project.
Ending	Ending should bring closure to the *digital story* and engage the *audience* in reflective thinking or action toward change.

For National Leadership Conference Level II Participants ONLY
Oral Presentation

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

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

DIGITAL STORIES FOR CHANGE—Level I
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

WEBSITE CONTENT – DOCUMENTATION						Points
Project Identification Page 0 or 4 points	**0** Project Identification Page is missing, is not completed, or includes incorrect information			**4** Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title		
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained
Evidence of Online Project Summary Submission 0 or 1 point	**0** Not provided		**1** Proof of submission from the online form is included			
Storyboard 0-5 points	**0** Not included	**1** Very limited and disorganized	**2** Does not include required elements	**3** Includes most of the required elements and is generally followed	**4** Includes all required elements and is followed	**5** Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed
Project Summary 0-15 points	**0** Not provided	**1 2 3** Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	**4 5 6** Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	**7 8 9** Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**10 11 12** Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	**13 14 15** Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format

DIGITAL STORY/VIDEO						
Introduction 0-5 points	**0** No obvious introduction	**1** Introduction not relevant or appropriate for the presentation	**2** Introduction not effective in capturing attention	**3** Somewhat creative/attention getting	**4** Creative introduction	**5** Introduction captured attention immediately
Purpose and Focus 0-5 points	**0** Not included	**1** Purpose, focus, and point of view is difficult to figure out	**2** Purpose, focus, and point of view is inconsistent	**3** Purpose, focus, and point of view is established but is not maintained throughout the presentation	**4** Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	**5** Purpose, focus and point of view is clear and maintained throughout the presentation
Subject Knowledge 0-5 points	**0** Did not mention	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Evidence of knowledge, but not used effectively in the presentation	**4** Evidence of knowledge. Presentation is enhanced by participant's knowledge	**5** Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern
Creativity and Design 0-5 points	**0** Color, design and/or effects are over used or so minimal they distract from the purpose and focus	**1 2** Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively	**3** Color, design, and/or effects neither enhance nor detract from the presentation	**4** Good use of color, design and/or effects to support the presentation	**5** Excellent and appropriate use of color, design, effects, and original ideas to support the presentation	
Technical Quality Sound 0-5 points	**0** No sound or music was used in the project	**1** Sound quality is poor (crackling, volume issues)	**2** Sound quality is inconsistent	**3** Sound quality is consistent throughout the project, neither enhances nor detracts	**4** Sound quality is good throughout	**5** Sound quality is excellent throughout

Digital Stories for Change (continued)

	0	1	2	3	4	5	Points
Technical Quality Images or Video 0–5 points	Images or video was used without appropriate copyright permission	Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	Images/video quality is inconsistent—no use of copyrighted images or video	Images/video quality is good throughout—no use of copyrighted images or video	Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	Not evident	Editing produces a product difficult to watch or follow	Inconsistent editing with under/over use of transitions and effects	Editing generally supports the presentation, neither enhances nor detracts from the presentation	Good editing and overall production to support the presentation	Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0–5 points	Sources are cited but no permissions for using copyrighted work is included	Copyright is questionable and source list is incomplete	Copyright is questionable and sources are in inconsistent format	Copyright statements and permissions are included for most sources but in inconsistent format	Copyright statements and permissions are included for all sources. Complete list in a consistent format	Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

	0			5			Points
Licensing 0 or 5 points	The video was not licensed by the participant			A Creative Commons license or copyright statement is included in the video			

	0	1	2	3	4	5	Points
Communication— Graphics/Images 0–5 points	No images or graphics were used	Images are not relevant to the project	Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0–5 points	No text was used	There are so many errors in word or text that it detracts from the project	Word or text does not enhance the project and contains errors	Word or text choices are appropriate but contain errors	Word or text choices are good and support the project idea	Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0–5 points	No music or sound	Music or sound is not relevant to the project, or is distracting	Music/sound is relevant but not coordinated with images	Music/sound neither enhances nor detracts from the project	Enriches the project, creates interest, and is mostly coordinated with images	Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	Not included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	

	0	1	2	3	4	5	Points
Ending 0–5 points	Ending is abrupt, weak, or video simply stops	Ending is somewhat developed but does not provide closure		Ending brings closure, but does not engage the audience in reflective thinking or action toward change		Ending brings closure and engages the audience in reflective thinking or action toward change	

Evaluator's Comments:

LEVEL I TOTAL

(100 points possible)

STAR Events Point Summary Form
DIGITAL STORIES FOR CHANGE
Level II Only

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please 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 or Assistant Lead Consultant.
4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

	Points
ROOM CONSULTANT TOTAL (6 points possible)	
AVERAGE EVALUATOR SCORE (134 points possible)	_ _ _ . _ _
FINAL SCORE (Average Evaluator Score plus Room Consultant Total)	_ _ _ . _ _
FINAL SCORE divided by 140 possible points = **RATING SCORE PERCENTAGE**	

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

DIGITAL STORIES FOR CHANGE
Level II Only
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

WEBSITE CONTENT – DOCUMENTATION						Points
Project Identification Page 0 or 4 points	**0** Project Identification Page is missing, is not completed, or includes incorrect information			**4** Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title		
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained
Evidence of Online Project Summary Submission 0 or 1 point	**0** Not provided			**1** Proof of submission from the online form is included		
Storyboard 0-5 points	**0** Not included	**1** Very limited and disorganized	**2** Does not include required elements	**3** Includes most of the required elements and is generally followed	**4** Includes all required elements and is followed	**5** Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed
Project Summary 0-15 points	**0** Not provided	**1 2 3** Purpose, FCS relationship, research, background information, and goal of the project is minimally explained and presented	**4 5 6** Purpose, FCS relationship, research, background information, and goal of the project is inconsistently explained and presented	**7 8 9** Purpose, FCS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**10 11 12** Purpose, FCS relationship, research, background information, and goal of the project is explained and presented	**13 14 15** Purpose of project, relationship to FCS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format

DIGITAL STORY/VIDEO						
Introduction 0-5 points	**0** No obvious introduction	**1** Introduction not relevant or appropriate for the presentation	**2** Introduction not effective in capturing attention	**3** Somewhat creative/attention getting	**4** Creative introduction	**5** Introduction captured attention immediately
Purpose and Focus 0-5 points	**0** Not included	**1** Purpose, focus, and point of view is difficult to figure out	**2** Purpose, focus, and point of view is inconsistent	**3** Purpose, focus, and point of view is established but is not maintained throughout the presentation	**4** Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	**5** Purpose, focus and point of view is clear and maintained throughout the presentation
Subject Knowledge 0-5 points	**0** Did not mention	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Evidence of knowledge, but not used effectively in the presentation	**4** Evidence of knowledge. Presentation is enhanced by participant's knowledge	**5** Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern
Creativity and Design 0-5 points	**0** Color, design and/or effects are over used or so minimal they distract from the purpose and focus	**1 2** Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively	**3** Color, design, and/or effects neither enhance nor detract from the presentation	**4** Good use of color, design and/or effects to support the presentation	**5** Excellent and appropriate use of color, design, effects, and original ideas to support the presentation
Technical Quality Sound 0-5 points	**0** No sound or music was used in the project	**1** Sound quality is poor (crackling, volume issues)	**2** Sound quality is inconsistent	**3** Sound quality is consistent throughout the project, neither enhances nor detracts	**4** Sound quality is good throughout	**5** Sound quality is excellent throughout

Digital Stories for Change (continued)

	0	1	2	3	4	5	
Technical Quality Images or Video 0–5 points	Images or video was used without appropriate copyright permission	Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video	Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video	Images/video quality is inconsistent—no use of copyrighted images or video	Images/video quality is good throughout—no use of copyrighted images or video	Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video	
Technical Quality Editing 0–5 points	Not evident	Editing produces a product difficult to watch or follow	Inconsistent editing with under/over use of transitions and effects	Editing generally supports the presentation, neither enhances nor detracts from the presentation	Good editing and overall production to support the presentation	Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation	
Documentation 0–5 points	Sources are cited but no permissions for using copyrighted work is included	Copyright is questionable and source list is incomplete	Copyright is questionable and sources are in inconsistent format	Copyright statements and permissions are included for most sources but in inconsistent format	Copyright statements and permissions are included for all sources. Complete list in a consistent format	Work is original, copyright statements with permissions granted are included for all sources. Complete list of current and reliable resources, in MLA or APA style (see style sheet	

	0			5			
Licensing 0 or 5 points	The video was not licensed by the participant			A Creative Commons license or copyright statement is included in the video			

	0	1	2	3	4	5	
Communication— Graphics/Images 0–5 points	No images or graphics were used	Images are not relevant to the project	Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative	Graphics, images, or video is inconsistently used and ins not clearly matched with the storyline. Images not coordinated with music, sound, or narrative	Graphics, images, or video match most of the storyline, and communicate symbolisms or metaphors. Images mostly coordinated with music, sound, or narrative	Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative	
Communication— Text 0–5 points	No text was used	There are so many errors in word or text that it detracts from the project	Word or text does not enhance the project and contains errors	Word or text choices are appropriate but contain errors	Word or text choices are good and support the project idea	Word or text choices are powerful, vivid, and descriptive to audience	
Communication— Music/Sound 0–5 points	No music or sound	Music or sound is not relevant to the project, or is distracting	Music/sound is relevant but not coordinated with images	Music/sound neither enhances nor detracts from the project	Enriches the project, creates interest, and is mostly coordinated with images	Significantly enriches the project, creates appropriate mood/tone, and coordinated with images	
Narration 0–5 points	Not included	Is not relevant, does not match the storyline	Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively	Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good	Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent	

	0	1	2	3	4	5	
Ending 0–5 points	Ending is abrupt, weak, or video simply stops	Ending is somewhat developed but does not provide closure		Ending brings closure, but does not engage the audience in reflective thinking or action toward change		Ending brings closure and engages the audience in reflective thinking or action toward change	

Digital Stories for Change (continued)

ORAL PRESENTATION						Points
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** Not included	**1** Minimal evidence FCS coursework relationship	**2** Some knowledge of relationship to FCS coursework	**3** Knowledge of FCS coursework but not shared	**4** Knowledge of relationship to FCS is evident and shared	**5** Knowledge of FCS relationship is evident and explained well	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

LEVEL II TOTAL
(134 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

DIGITAL STORIES FOR CHANGE
Storyboard Template

Participant Name _____ Chapter ID #_____ State _____

Category_____Title of Project_____

TITLE SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:	SLIDE/SCENE #	TIME:
IMAGE Sketch, graphic or photo here		Use this box to indicate transitions, if any are used		Use this box to indicate transitions, if any are used	
SCRIPT/NARRATION Write your script or narrative here					
MEDIA/DESIGN List specific media used—music, sound, voice recordings, video clips, photos, graphics, color themes, etc.					

Download blank template at http://fcclainc.org/programs/resources.php

Page_____of _____

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 an *occupational* early childhood program. Participants must prepare a **portfolio** and a **resource container.** On site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

2018–2019 Theme: "Be a Friend"

EVENT CATEGORY

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education & Training
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen age category (possible age categories of 2–3, 4–5, or 6–8 years old).

2. Room consultant will check the resource container and give the case study to the participant to plan for the activity.

3. Room consultants and evaluators will have 20 minutes to preview the *portfolio* while the participant plans the activity using materials from the resource container.

4. 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. Following the presentation, evaluators will have 5 minutes to interview the participant.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Resource Container	Table	Not provided	20 minutes planning	20 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participant must be or have been enrolled in an *occupational* early childhood education and services program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*). Programs which meet this requirement may be determined by the state department of education. Students enrolled in general courses in Family and Consumer Sciences or *comprehensive* child development courses are not eligible.

3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

EARLY CHILDHOOD EDUCATION
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–4	*Content Divider Pages* or Sections	Use 0 to 4 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 30 8 ½" x 11" pages or 40 slides	Documentation of Experience/*Occupational* Coursework	Document evidence of units, courses, volunteer, and/or paid positions related to Early Childhood Education.
	Lesson Plans	Include 3–5 example *lesson plans* exhibiting a variety of Early Childhood Education concepts (e.g., science, math, music, art).
	Evidence of Skills	Show evidence of actual implementation of a *lesson plan(s)* included in *portfolio* (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
	Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2–3, 4–5, or 6–8 years (i.e. chart, listing, diagram essay developed by the participant).

Early Childhood Education Specifications (continued)

Activity Plan and Presentation

On site, the participant will be given a case study (type of activity, number of children, setting) and an activity topic related to the year's theme for the age category that they have selected (possible age categories: of 2–3, 4–5, or 6–8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness.

Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Presentation Equipment is allowed for presentation of Activity Plan Presentation. Visuals are limited to the content of the resource container and any software needed for Activity Plan Presentation.

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

Presentation Skills

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

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

Resource Container

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

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

STAR Events Point Summary Form
EARLY CHILDHOOD EDUCATION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit or Resource Container exceeds the size limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides - Project Summary Submission Proof - Up to 4 content divider pages or slides - Up to 30 content pages or 40 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____ Initials _____

Evaluator 2_____ Initials _____

Evaluator 3_____ Initials _____

Total Score_____ divided by number of evaluators

_____ = AVERAGE EVALUATOR SCORE

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

ROOM CONSULTANT TOTAL (10 points possible)

AVERAGE EVALUATOR SCORE (90 points possible) _ _ . _ _

FINAL SCORE (Average Evaluator Score plus Room Consultant Total) _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

EARLY CHILDHOOD EDUCATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Documentation of Coursework 0–4 points	**0** Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education	**1** Portfolio shows some documentation of limited coursework and experience	**2** Portfolio shows quality documentation of an adequate amount of coursework and experience	**3** Portfolio shows quality documentation of superb coursework and experience	**4** Portfolio shows excellent documentation of superb coursework and experience		
Lesson Plans 0–10 points	**0** Lesson plans are missing	**1 2** Lesson plans are from one early childhood concept	**3 4** Lesson plans indicate an understanding of multiple childhood development concepts	**5 6** Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	**7 8** Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	**9 10** Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
Evidence of Skills 0–4 points	**0** Portfolio does not have evidence of skills	**1** Portfolio has limited evidence of skills	**2** Evidence is shown through multiple varieties	**3** Evidence of skills is incredibly apparent through portfolio	**4** Portfolio has high quality evidence of superb skills		
Evidence of Developmental Knowledge 0–4 points	**0** Portfolio does not have evidence of developmental knowledge	**1** Portfolio shows limited evidence of developmental knowledge	**2** Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	**3** Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	**4** Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		

ACTIVITY							
Activity Planning Form: **Learning Objective and Instructional Strategies/Rationale** 0–8 points	**0** No written plan	**1 2** A written plan is limited in scope	**3 4** Written plan has one of these explained well: an objective and rationale	**5 6** A written plan is evident with learning objective and rationale that is well thought out	**7 8** Objective and rationale are well written and thought out. Outcomes are measurable		
Activity Planning Form: **Setting, Materials, Activity** 0-8 points	**0** Not evident	**1 2** Settings, materials and activity are all explained	**3 4** Settings, materials and activities are well planned and detailed in description	**5 6** Setting, materials, and activities are well planned with creativity and appropriateness for age level	**7 8** Setting, materials and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity		
Activity Planning Form: **Modification and Assessment** 0-8 points	**0** No modification or assessment methods are evident	**1 2** Includes some plans for modification and there are limited assessment methods listed	**3 4** Modification plans are complete and there is a plan for assessment with multiple methods evident	**5 6** Modification and assessment methods both indicate an understanding of adaptation, accommodations, and revision	**7 8** Plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, modifications, and multiple assessment strategies		
Introduction 0-5 points	**0** Introduction is missing	**1** Introduction is limited	**2** Introduction includes one objective	**3** Introduction includes one or more objectives and limited instructions	**4** Introduction includes objectives, instructions and directions with clarity	**5** Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	

Early Childhood Education Rubric (continued)

Points

ACTIVITY (continued)

Activity 0–10 points	**0** Activity is limited	**1 2** Activity is evident with a focus on content	**3 4** Activity is evident with a focus on content with extensive sequence evident	**5 6** Activity is well organized. Has appropriate content, and is age appropriate	**7 8** Activity is creative, well organized, rich in content and age appropriate	**9 10** Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
Use of Resources during Activity 0–5 points	**0** Resources are not used during activity	**1** Resources used to limit amount of speaking time	**2** Resources are used minimally during activity	**3** Resources are used effectively throughout activity	**4** Activity is creative, well organized, rich in content and age appropriate	**5** Activity moves seamlessly and effectively between teaching time and hands on time	
Wrap Up 0-5 points	**0** No wrap up	**1** Limited wrap up is evident	**2** The activity ends with a limited summary	**3** The activity ends with an adequate summary	**4** Activity ends with an appropriate summary as a reinforcement for the lesson	**5** Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish	

PRESENTATION SKILLS

Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

2018-2019 COMPETITIVE EVENTS GUIDE ■ ©Family, Career and Community Leaders of America, Inc. ■ www.fcclainc.org 171

EARLY CHILDHOOD EDUCATION
Activity Planning Form

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

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

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

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

Additional Notes:

Entrepreneurship

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Hospitality & Tourism
- Human Services
- Manufacturing
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit the *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.

2. Participant(s) will have 15 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 15 minutes to preview the *portfolio* (*hardcopy* or *electronic*) during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.

4. The oral presentation **may be up to** 20 minutes in length. A one-minute warning will be given at 19 minutes. Participant(s) will be stopped at 20 minutes.

5. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation.

6. Following the presentation, evaluators will have 5 minutes to interview participant(s).

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation, if desired.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	15 minutes	15 minutes prior to presentation	1-minute warning at 19 minutes; stopped at 20 minutes	5 minutes	45 minutes

PRESENTATION ELEMENTS ALLOWED

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

ENTREPRENEURSHIP
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1 ▯	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–10	*Content Divider Pages* or Sections	Use up to 10 *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*.
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, demographics served, and business feasibility (including *community* survey data or market research).
	Facility	Describe site, space, utilities, and emergency procedures and maintenance plan.
	Supplies and Equipment	Include list of suppliers, inventory of equipment and supplies, and description of provisions for maintenance and repair.
	Organizational Chart	Describe job titles and tasks. Include hierarchy/departments as projected for business growth.
	Personnel Management	Describe hiring procedures, salaries and benefits, policies and procedures, key job descriptions, and evaluations/appraisals. Include all applicable forms and records.
	Funding Sources for Business	Describe methods and sources of funding, and include fee structures.
	Budget	Describe income, expenditures, financial procedures, and applicable tax information. Include all applicable forms.
	Laws, Regulations, and Codes	Describe health; environment; fire; insurance; zoning; and other local, county, and state codes. (Actual codebooks need not be included.) Provide appropriate governmental contact information.

Entrepreneurship Specifications (continued)

(continued from previous page)	Marketing Plan	Describe advertising plan (including special events), and include sample advertisements to cover types of advertising chosen.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	Business plan must be neat, legible, and *professional* and use correct grammar and spelling.

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize business plan.
Knowledge of Subject Matter	Show evidence of mastery of entrepreneurial skills including facility management, budget and credit management, personnel management, and understanding of government regulations.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the business plan. Questions are asked after the presentation.

STAR Events Point Summary Form
ENTREPRENEURSHIP

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Online Event Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 64 single-sided pages or 75 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 10 content divider pages or slides • Up to 50 content pages or 60 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		
		ROOM CONSULTANT TOTAL
Evaluator 1_____	Initials _____	(10 points possible)
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**
Evaluator 3_____	Initials _____	(90 points possible) _ _ · _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**
_____	= AVERAGE EVALUATOR SCORE *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total) _ _ · _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

ENTREPRENEURSHIP
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Business Description 0–5 points	**0** Portfolio is missing Business Description	**1** Business Description is not complete	**2** Business Description is limited in scope	**3** Business Description is complete but lacks clarity	**4** Business Description adequately addresses all components of business	**5** Well written description includes mission, services, hours, demographics and business feasibility	
Facility 0–5 points	**0** Not evident	**1** Portfolio does not describe facility	**2** Facility is inadequately described	**3** Facility is described. Utility needs described	**4** Portfolio contains a description and a rendering of any space needed for business. Utility needs and emergency procedures are included	**5** Portfolio contains a description and rendering of any spaced needed for business. Utility and site needs are included on drawing. A comprehensive emergency plan is included. Plan for facility maintenance is included	
Supplies and Equipment 0–5 points	**0** Not evident	**1** Inadequate list of supplies and equipment	**2** Most supplies and equipment are listed	**3** All supplies and equipment are listed in appropriate format	**4** Supply and equipment list is comprehensive and contains future needs	**5** Supply and equipment list contain suppliers and needs for every *Function of Business.* Maintenance and repair lists are part of maintenance plan	
Organizational Chart and Job Descriptions 0–5 points	**0** Organizational chart is not included	**1** No tasks are described	**2** Organizational chart missing components	**3** Organizational charts show all needed workforce	**4** Organizational chart and job descriptions meet the current needs of the business	**5** Organizational chart and job descriptions list all Key Employees and Officers of the Business and includes projected growth	
Personnel Management 0–5 points	**0** Not evident	**1** Hiring procedures, compensation information (salaries and benefits), policies and procedures, or evaluations are limited	**2** Some hiring procedures, compensation, policies and procedures, and evaluation sheets are included	**3** All hiring procedures, compensation plans, policies and procedures and evaluation sheets are included	**4** Hiring procedures, compensation plans, policies and procedures have been developed to meet the needs of the business	**5** Hiring procedures are clearly defined; compensation allows for future company expansion, policies and procedures meets the needs of the business and avoids legal challenges. Evaluation instruments have been well-designed and meet legal requirements	
Funding for Business 0–5 points	**0** Funding proposal is not included	**1** Funding proposal is minimal	**2** Proposal shows limited knowledge of types and sources of funding. Fees are not included	**3** Proposal shows limited knowledge of types and sources of funding. Fees are included.	**4** Proposal shows good knowledge of business funding and sources of capital. Fees are competitive for industry	**5** Project shows careful analysis of funding needs for current operations and future expansion. Fees reflect changes in business environment	

Entrepreneurship Rubric (continued)

Points

Criteria	0	1	2	3	4	5	Points
Budget 0–5 points	Budgetary listing of financials is missing	Tax codes are not cited	Budget meets some requirements. Tax information is missing	Budget lists all elements, including income, expenditures, accounting procedures, and tax information. Some forms are included	Budget contains all forms listed for operation of the business, including income and expense statements, accounting procedures and tax information	Budget is prepared according to generally recognized accounting procedures. A monthly income and expense statement is included. Tax forms are included	
Laws, Regulations, and Codes 0-5 points	Evidence is missing	Portfolio does not include health, environmental, fire insurance, and zoning regulations and codes are not included	Portfolio contains some copies of required laws, regulations, and codes	Portfolio contains all copies of required codes	Portfolio contains all applicable sections of laws, regulations, and codes. Includes contacts	Portfolio contains all applicable sections of laws, regulations, and codes; cites relevant sections and lists appropriate contacts overs	
Marketing Plan 0-5 points	Not evident	Presentation has a limited marketing plan	Marketing plan does not adequately cover promotional techniques. Advertisements do not promote business	Marketing plan covers types of advertising. Advertisements promote business	Marketing plan covers chosen types of advertising. Different themes are demonstrated	Marketing plan covers chosen types of advertising. Sample ads carry out comprehensive marketing plan	

Criteria	0	1	2	3	Points
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but contains grammatical or spelling errors and is poorly organized	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, and professional, correct grammar and spelling used; effective organization of information	

ORAL PRESENTATION

Criteria	0	1–2	3–4	5–6	7–8	9–10	Points
Organization/ Delivery 0-10 points	Presentation is not done or presented briefly and does not cover components of project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

Criteria	0	1	2	3	4	5	Points
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

Criteria	0	1	2	3	Points
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

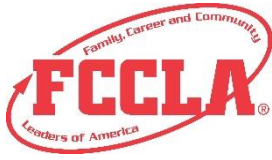| Criteria	0	1	2	3	4	5	Points
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____

STAR EVENTS — Environmental Ambassador

Environmental Ambassador, an *individual* or *team event*, recognizes participants who address environmental issues that adversely impact human health and well-being and who actively empower others to get involved. Participants will research one of the five 2018–2019 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* about the problems, effects, and solutions regarding the environmental concern. Participants must prepare a *portfolio* and an **oral presentation.**

This STAR Event was written in collaboration with and is endorsed by the Environmental Protection Agency.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Education & Training
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

2018–2019 COMPETITION TOPICS

All Environmental Ambassador projects must be based on one of the following topics.

1. Efforts to Reduce, Reuse, or Recycle (https://www.epa.gov/recycle)
2. Promote efficient use of water resources (https://www.epa.gov/watersense)
3. Efforts to promote chemical safety for families and communities (https://www.epa.gov/environmental-topics/chemicals-and-toxics-topics)
4. Efforts to increase energy efficiency and decrease environmental impact (https://www.epa.gov/energy/learn-about-energy-and-its-impact-environment)
5. Efforts to reduce food waste (https://www.epa.gov/sustainable-management-food)

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.

4. 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.

5. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview participant(s).

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation, if desired.

4. Spectators may not observe any portion of this event.

ENVIRONMENTAL AMBASSADOR
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online *Project* Summary Submission	Participants should complete the online *project* summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–10	*Content Divider Pages* or Sections	Use 0 to 10 *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*.
Up to 34 8 ½" x 11" pages or 44 slides	Evidence of Research	Document background research and *current* data supporting project concern.
	Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or *Community*	Identify the competition topic project chosen. Document the *current* and potential effects the environmental problem has on participants' homes, schools, and/or communities and ways individuals and groups of people can work stop, counteract, or reverse said problems.
	Creativity and Duplication of *Project*	The *project* should creatively combat the environmental concern as well as lend itself to active engagement with more people and/or duplication by others.
	Overall Environmental Responsibility of *Project*	The *project* should address the chosen environmental concern without causing additional harm to the environment. (i.e. if your project focus is on energy consumption it should specifically address energy consumption, but it should also not waste or misuse other *resources.*
	Evaluation of *Project*	Evidence that participant(s) evaluated their *project* for effectiveness and ability to reach others.
	Evidence of Educational Presentations	Document three educational presentations which have taken place prior to competition; including date, location, and proof of presentation, such as photos, news clippings, and/or thank-you notes.

Environmental Ambassador Specifications (continued)

Up to 34 pages or 44 slides *(continued)*	Scope of Educational Presentations	Describe the *audience(s)* reached through educational presentations, including the reason for targeting specific *audiences* and the benefits of educating them on the environmental concern.
	Effectiveness of Educational Presentations	Document an evaluation of effective educational presentations. May be through *audience* members' change in activity, opinions, knowledge level, or other methods.
	Connection to Family and Consumer	Describe relationship of project *content* to Family and Consumer Sciences and/or related occupations.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Environmental Concern	Show evidence of *current* data and knowledge of trends in the environmental concern topic area.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
ENVIRONMENTAL AMBASSADOR

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 or 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 10 content divider pages or slides • Up to 34 content pages or 44 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= **AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

ENVIRONMENTAL AMBASSADOR
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0-5 points	**0** Not explained	**1** Some research done but incomplete information	**2** Research is current but from unreliable sources and does not adequately cover the topic	**3** Research is current, appropriate for topic, from reliable sources but does not adequately cover the topic	**4** Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	**5** Research is from current, reliable sources, documented correctly, and extensively covers the topic	
Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community 0-6 points	**0** No relationship described	**1 2** Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided		**3 4** Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided		**5 6** Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical	
Creativity and Duplication of Project 0-10 points	**0** Project not completed	**1 2** Project did not address concern	**3 4** Project addressed the concern	**5 6** Project effectively addressed concern and is easy for others to duplicate	**7 8** Project creatively and effectively addressed the concern, reached a few other people, is easy for other to duplicate	**9 10** Project creatively and effectively addressed the concern, reached a large number of people and is easy for others to duplicate	
Overall Environmental Responsibility of Project 0-4 points	**0** No regard for environmental responsibility in project execution	**1** Materials, resources, and activities used for the project were somewhat wasteful		**2** Most materials, resources, and activities used for the project were chosen with respect to their environmental impact		**3 4** Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility	
Evaluation of Project 0-3 points	**0** No evaluation conducted	**1** Evaluation method was unsuccessful		**2** Evaluation was appropriate		**3** Evaluation was thorough and appropriate. Ideas for positive changes are suggested	
Evidence of Educational Presentations 0-2 points	**0** Evidence of three educational presentations is not included		**1** Evidence of three educational presentations is included		**2** Evidence of three educational presentations is included with the date, location, and one proof of completion		
Scope of Educational Presentations 0-5 points	**0** No descriptions provided	**1** Description of only one presentation provided	**2** Description of only two presentations provided	**3** Limited descriptions of all three educational presentations are included	**4** Adequate descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	**5** Extensive descriptions of each educational presentation are included with information on the audience, why they were targeted, and what benefit(s) this particular group took from the presentation	
Effectiveness of Educational Presentations 0-5 points	**0** No evidence of presentation effectiveness provided	**1 2** Limited evidence of presentation effectiveness provided		**3** Detailed evidence of presentation effectiveness provided.		**4 5** Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	

Points

	0	1	2	3	4	5
Connection to Family Consumer Sciences 0-5 points	Not included	Vaguely referred to	Explained but done so poorly	Explained fully	Explained fully with evidence of some understanding of content area	Explained fully with evidence of mastery of the content area

	0	1	2	3
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery

	0	1	2	3	4	5
Knowledge of Environmental Concern 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals

	0	1	2	3
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors

	0	1	2	3	4	5
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____

Fashion Construction

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

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

CAREER CLUSTERS

■ **Arts, A/V Technology & Communications**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a file folder with the required documents to the event room the event room consultant at the designated participation time.

2. Participants will have 5 minutes to set up their *display.* Other persons may not assist.

3. Evaluators and room consultants will have up to 10 minutes to inspect the garment or ensemble for the skill areas indicated by the participant.

4. The oral presentation **may be up to 5** minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes.

5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

6. Following the presentation, evaluators will have 5 minutes to interview the participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

8. Specifications for the skill area, see **Fashion Skill Area—Selection Chart.**

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Display, Sample Garment, Oral Presentation, Skill Area Selection Chart	Table or Freestanding Space	Not provided	5 minutes	10 minutes	1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants in the senior category must be or have been enrolled in a clothing course or unit of study. Participants in the occupational category must be or have been enrolled in a clothing design course or program of study that concentrates on preparation for paid *employment*. Coursework which meets this requirement shall be determined by the state department of education.

3. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

5. Participant may not carry in additional *visuals* or *props* for oral presentation. Items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.

FASHION CONSTRUCTION
Specifications

Display

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

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

File Folder

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

Time Log	A log of time invested in designing and making the garment/accessory should be prepared front side only on 8 ½" x 11" paper. Total hours should be shown.
Skill Area Selection Chart	Completed copy of the Skill Area Selection Chart with eight (8) skills represented in the project.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission.

Fashion Construction Specifications (continued)

Oral Presentation

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

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

Construction Skills

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

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

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

STAR Events Point Summary Form
FASHION CONSTRUCTION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0** Yes **3**			
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser		
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period		
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation		
File Folder 0–2 points	**0** No file folder presented.	**1** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**2** File Folder is presented with correct labeling and sufficient evaluators material • Evidence of Online Project Summary Submission • Time Log • Skill Area Chart	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation		

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

FASHION CONSTRUCTION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Project ID Page 0 or 1 point	**0** Project ID page is missing or incomplete			**1** Project ID page is present and completed correctly			
Fabric Profile – Swatch and Size 0–1 point	**0** No fabric swatch provided or profile on paper larger than 11" x 17"			**1** Fabric swatch provided and profile is on paper not larger than 11" x 17"			
Fabric Profile – Fiber Content/Fabric Type 0-2 points	**0** No information or incorrect information provided		**1** Incomplete information provided or partial error in information		**2** Correct information including construction, finishes, properties, performance, and care		
Cost Itemization Accuracy 0–3 points	**0** No cost information		**1** Many omissions in itemization and errors in calculations	**2** Most items shown and only one or two errors in calculations	**3** Completely accurate and thorough		
Photo Storyboard 0–3 points	**0** No storyboard provided		**1** Limited photographs and confusing arrangement	**2** Adequate photographs arranged in a clear and logical format	**3** Appropriate number of photographs, arranged well to tell a story		
Selection of Coordinates/ Accessories 0–3 points	**0** No coordinates or accessories used		**1** Accessories detract from display	**2** Somewhat complementary	**3** Well chosen, very complementary		
Display Appearance 0-5 points	**0** Display not used	**1** Display has many errors, does not show evidence of originality and is not aesthetically pleasing	**2** Display has minimal visual appeal and lacks originality	**3** Display needs some improvement in content and design	**4** Display has good word, color, and design choice	**5** Display is creative, appropriate, and of high quality	

FILE FOLDER and ORAL PRESENTATION						
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Construction 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of fashion construction is evident but not effectively used in presentation	**4** Knowledge of fashion construction is evident and shared at times in the presentation	**5** Knowledge of fashion construction is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	**0** Display not used during presentation	**1** Display used to limit amount of speaking time	**2** Display used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing		

Fashion Construction Rubric (continued)

<div style="text-align:right">Points</div>

	0	1	2	3	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

CONSTRUCTION SKILLS

	0	1	2	3	
Effectiveness of Product Construction 0-3 points	Both form and function need improvement	Satisfactory form or function, but not both	Good form and function	Outstanding form and function	
Overall Quality of Workmanship 0–3 points	Low quality, not marketable	Marginal quality of workmanship	Fair quality, somewhat marketable	Very good quality, marketable	
Creativity, Imagination, and Innovation 0–3 points	No evidence	Little evidence	Some evidence	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 8 selected skill areas to the "score" column at right				

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

FASHION CONSTRUCTION
Skill Area Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

EVALUATION CRITERIA					Points
Possible Points: 0–24	NOT DONE	LOW QUALITY	QUALITY	EXCELLENT QUALITY	
❑ Sheer fabric or lace overlay	0	1	2	3	
❑ Napped fabric or one-way print	0	1	2	3	
❑ Darts, tucks, and/or pleats	0	1	2	3	
❑ Gathering	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, or invisible	0	1	2	3	
❑ Buttons—shank or sew-through	0	1	2	3	
❑ Buttonholes—hand or machine, bound	0	1	2	3	
❑ Collar, placket, tabs, or epaulets	0	1	2	3	
❑ Waistband or sleeve band	0	1	2	3	
❑ Pockets—patch, inseam, or welt	0	1	2	3	
❑ Facings—neckline, armhole, or hemline	0	1	2	3	
❑ Boning	0	1	2	3	
❑ Lining	0	1	2	3	
❑ Closures – grommets, hooks, eyes, snaps	0	1	2	3	
❑ Hand stitching other than hemming	0	1	2	3	
❑ Blind-stitched or rolled hem	0	1	2	3	
❑ Embellishments—applique, felting, smocking, piping, beading, or trims	0	1	2	3	

Evaluator's Comments:

TOTAL SCORE FOR SKILL AREA

(24 points possible)

FASHION CONSTRUCTION
Skill Area Selection Chart

Name of Participant(s) _____

Chapter _____ State_____ Team #_____ Station #_____ Category _____

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

FASHION CONSTRUCTION **Include in your garment/ensemble a minimum of eight fashion construction skills from those listed below**
❑ Sheer fabric or lace overlay
❑ Napped fabric or one-way print
❑ Darts, tucks, and/or pleats
❑ Gathering
❑ 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, or invisible
❑ Buttons—shank or sew-through
❑ Buttonholes—hand or machine, bound
❑ Collar, placket, tabs, or epaulets
❑ Waistband or sleeve band
❑ Pockets—patch, inseam, or welt
❑ Facings—neckline, armhole, or hemline
❑ Boning
❑ Lining
❑ Closures – grommets, hooks, eyes, snaps
❑ Hand stitching other than hemming
❑ Blind-stitched or rolled hem
❑ Embellishments—applique, felting, smocking, piping, beading, or trims

Fashion Design

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

Coats & Clark is the official sponsor of the Fashion Design event.

EVENT CATEGORIES

Senior: grades 10–12
Occupational: grades 10–12
Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Marketing
- Science, Technology, Engineering & Mathematics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.

2. Participant will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 15 minutes to preview the *portfolio* and sample garment before the presentation begins.

4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Sample Garment, Oral Presentation	Table	Not provided	5 minutes	15 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants in the senior category must be or have been enrolled in a textiles or design course

   or unit of study. Participants in the occupational category must be or have been enrolled in a textiles or design course or program of study that concentrated on preparation for paid *employment*. Courses which meet this requirement may be determined by the state department of education.

3. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

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

FASHION DESIGN
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–8	*Content Divider Pages* or Sections	Use 0 to 8 *content divider*/section pages or slides. *Content* divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 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 the reasons behind clothing choices of the intended *audience).*
	Fabric Profile(s)	Define the criteria for selecting fabrics for the collection design and include fabric swatches for each material used with a description including, at minimum, the following information for each swatch: • General fabric appearance (plaid, solid, matte, shiny, etc.) • *Fiber content* • *Fabric care* • *Fabric characteristics* Each fabric profile should be no more than one half of an 8½" x 11" page.
	Collection Design	Develop a collection of four (4) original designs. Designs should cover both the top and bottom half of the body, but may include multiple garments. Each design should be on a separate page and be full color, drawn either by hand or with a digital program. All designs should include a design description, a swatch of the fabric(s) and sample trimming(s) and notions which would be used in production, as well as garment care information and intended sizes available. Information for each design may take up to two 8½" x 11" pages, or a total of up to 8 pages.

Fashion Design Specifications (continued)

Up to 35 pages or 45 slides *(continued)*	Target Retailer	List target retailer(s) with an explanation for choices.
	Pricing	Develop a pricing range for the pieces of the collection design. Pricing should reflect both the manufacturing costs and preferences of the intended *audience*.
	Career Path	Develop a career path which includes five major goals for yourself as a fashion designer (i.e. attending a specific college, obtaining a specific position, starting a label) and action steps in achieving goals.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Collection Sample

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

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

Oral Presentation

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

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

STAR Events Point Summary Form
FASHION DESIGN

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 47 single-sided pages or 58 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 8 content divider pages or slides • Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		
Evaluator 1_____	Initials _____	**ROOM CONSULTANT TOTAL**
Evaluator 2_____	Initials _____	(10 points possible)
Evaluator 3_____	Initials _____	**AVERAGE EVALUATOR SCORE** (90 points possible) _ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**
_____	= AVERAGE EVALUATOR SCORE *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total) _ _ . _ _

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

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

FASHION DESIGN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Label and Explanation 0–3 points	**0** No label developed or explained	**1** Label concept is present but not thoroughly thought out, explained well, creative, or appropriate for the audience	**2** Label concept is two or more of the following: creative, appropriate for the intended audience, thoroughly thought out or explained well	**3** Label concept is creative, appropriate for the intended audience, well thought out, evident patterns of buying behavior was researched and studied	

Knowledge of the Intended *Audience* 0–3 points	**0** The participant displays no knowledge of the intended audience	**1** The participant displays limited knowledge of the intended audience	**2** The participant displays knowledge of the intended audience, but has not done research about preferences or buying patterns	**3** The participant displays extensive knowledge of the intended audience, and is explained thoroughly	

| **Fabric Profiles** 0–5 points | **0** No fabric profiles provided | **1** At least one of the fabrics used in the collection design is represented with an inadequate swatch and/or limited information for the four description requirements | **2** Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements | **3** Most fabrics used in the collection design are represented by a half page or less with a swatch and adequate information for the four description requirements | **4** All fabrics used in the collection design are represented on a half-page or less with a swatch and adequate information for the four description requirements | **5** All fabrics used in the collection design are represented on a half-page or less with a swatch and complete and appropriate information for the four description requirements | |

| **Collection Design** 0-12 points | **0** No collection design provided | **1 2** The collection design does not include four complete outfits | **3 4 5** The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit | **6 7 8** The collection design includes four complete outfits which are well designed, but would not function or fit well | **9 10 11** The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience | **12** The collection design contains four complete full color outfits, well designed, proper fit and function, and appeal highly to intended audience, and include all required information | |

Target Retailer 0–2 points	**0** No target retailer information provided	**1** Both the list of potential retailers and explanations of choices are inadequate	**2** The list is thorough and explanations are well thought out and complete	

Pricing 0–2 points	**0** No pricing information provided	**1** Some collection pieces are missing or pricing decisions are listed but or are not appropriate	**2** All collection pieces are represented and pricing decisions are appropriate for the type, quality, and market of the garment	

| **Career Path** 0-5 points | **0** No career path provided | **1** Includes two or less goals | **2** Includes three goals | **3** Includes four goals | **4** Includes five career path goals, but they are not well written, realistic, achievable, or challenging | **5** Includes five well written realistic, achievable, and challenging goals for various stages of career path | |

Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project	**2** Reliable resources but incorrect style *(see style sheet)*	**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Fashion Design Rubric (continued)

COLLECTION SAMPLE | | | | | Points

	0	1	2-3	4	
Collection Sample Pattern 0-4 points	Not provided	Some pattern pieces are included and assembly instructions are incomplete	All pattern pieces are included and complete assembly instructions are provided	All pattern pieces are included and labeled appropriately for easy assembly and clear step-by-step assembly instructions are provided	
Collection Sample Condition 0-4 points	Not provided	Collection sample is in poor condition and does not adequately represent the design	Collection sample is actual size and made out of the intended fabric	Collection sample is actual size and made out of the intended fabric. It is well constructed and appropriate for a professional presentation	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between project and FCS	Minimal evidence of project and FCS coursework relationship	Some knowledge of relationship of project and FCS coursework	Knowledge of project and FCS coursework but not shared	Knowledge of project and relationship to FCS is evident and shared	Knowledge of project and FCS relationship is evident and explained well	
Knowledge of Textiles, Fashion, and Apparel 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Collection Sample during Presentation 0-5 points	Portfolio and sample not used during presentation	Portfolio and sample used to limit amount of speaking time	Portfolio and sample used minimally during presentation	Portfolio and sample incorporated throughout presentation	Portfolio and sample used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and sample	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL (90 points possible)

Evaluator Initial _____

Room Consultant Initial _____   Evaluator # _____

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. **Level I:** Participants must prepare a website. **Level II:** Fifteen (15) entries will be invited to present their chapter website, plus an oral presentation, at the National Leadership Conference.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Arts, A/V Technology & Communications
- Human Services
- Information Technology
- Science, Technology, Engineering & Mathematics

ELIGIBILITY & GENERAL RULES

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit one entry from either the junior, senior or occupational category.
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).

PROCEDURES—LEVEL I

1. Participants create a chapter website to educate, inform, and involve members and/or the general public about the importance of the Family and Consumer Sciences program and the FCCLA chapter. Social media sites only (such as Facebook) are not acceptable formats for the event but may be embedded or used in conjunction with the chapter website.
2. The website should be able to be viewed on a variety of Internet browsers (Internet Explorer, Google Chrome, Firefox, etc.) and be optimized for viewing on mobile devices such as tablets or smartphones.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Website with required components	Table, Laptop, Computer, Internet Connection	Provided	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

3. The website may be developed using website services, templates, or software of the participant's choice.

4. The use of inappropriate or copyrighted music, photographs, or *graphics* may disqualify the entry.

5. All links within the website must be active.

6. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.

7. The website must be available for viewing upon the February 1 entry submission date. No changes may be made to the website design following the February 1 deadline until March 15. Updates to calendars and other time sensitive information may be added as needed.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than 5:00 p.m. EST, February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required. Projects must be ready for evaluation at that time.

2. Level II entries will be submitted through the Online STAR Events Registration System through state advisers. The registration will be the same fee required of all National STAR Events participants, plus a team technology fee required for all online events. See page 91 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION— LEVEL I

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 15 participants (no ranking 1–15 indicated) receiving a score of 70 or above will

receive an invitation by March 15 to compete at the National Leadership Conference.

PROCEDURES, TIME REQUIREMENTS AND GENERAL INFORMATION
For National Leadership Conference Participants Only— Level II (Invitation Only)

1. A table and laptop computer with Internet connections will be provided. As a backup, participants may bring their chapter website files on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.

2. To prepare for the Level II presentation, participants are encouraged to update their Level I presentation based upon evaluation feedback. Changes may be made after March 15.

3. Specifications for the computer hardware and software versions supplied by FCCLA for use at National Leadership Conference will be posted on the national FCCLA website by June 1.

4. Spectators may not observe any portion of this event.

5. Participants will have 5 minutes to set up their presentation. Other persons may not assist.

6. Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes.

7. Following the presentation, evaluators will have 5 minutes to interview the participant and review website.

8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

LEVEL II

Participants will receive recognition items including achievement medals and a press release to be personalized for local newspapers. Recognition will be held during the STAR Events Recognition Session.

FCCLA CHAPTER WEBSITE
Specifications

Website Content

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

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

1-8 ½" x 11" page	*Project Identification Page*	Plain background, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project.
1 💻	Evidence of Online Project Summary Submission	Participants should complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission on the chapter website.
As Needed	Copyright/Works Cited	Music, photographs, *graphics*, text, trademarks, or names that are used in the project must be properly cited and documented as either original or licensed for reuse. **Only original items or items licensed for reuse are allowed. Most popular/commercial music is copyrighted and its use is strictly limited.** Purchasing an item does not necessarily give permission to use in a public project. Copyright laws must be followed. Use MLA or APA citation style to cite all references.

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

Provide one website page, subpage, or tab for each (minimum 8)	Promotion of Family and Consumer Sciences	Include content to promote the local Family and Consumer Sciences program and FCCLA as an essential part of college and career readiness for all students. The information provided expands user knowledge and moves beyond expectations.
	Membership Information	Provide recruitment, retention, and membership recognition information for membership growth (membership costs and benefits, deadlines, etc.)
	Awards/Recognition	Acknowledge the awards and accomplishments the chapter and/or members have received in the past 2–3 years. Include local, regional/district, state, and/or national recognitions received.
	Chapter Leadership	Supply a list of the chapter officers and their responsibilities.
	Contact Information	Provide primary contact information and method(s) for the FCCLA chapter.
	Sponsors/Thank You Section	Highlight chapter sponsors and provide recognition for their support. Include working hyperlinks to FCCLA websites (regional/district, state, national) school website, and appropriate partners.
	Activities Information and Calendar	Include the chapter's activity calendar and keep it up to date.
	Program of Work	Include local, state, and national programs in the chapter's program of work. Program of work components include opportunities for personal growth, leadership development, recognition, career exploration, *community* outreach, social activities and fundraising.

FCCLA Chapter Website (continued)

Browser Compatibility	Website is designed for viewing on a range of web-enabled devices including smart phones and tablets) and compatible with the common web browsers (e.g., Chrome, Firefox, Internet Explorer, Safari). Apps created or utilized by the chapter may be included, but are not required.
Appearance	Website must be neat, legible, and *professional* and use correct grammar and spelling.
Navigation	All hyperlinks work, and the viewer can quickly locate project components and information. Viewer can easily move between pages.
Licensing	License the website contents, using school district licensing requirements or Creative Commons (www.creativecommons.org).

For National Leadership Conference Level II Participants ONLY

Oral Presentation

Participants will present their website as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant(s) as a result of the project. The oral presentation and presentation of the website may be up to 10 minutes in length. A one-minute warning will be given at 9 minutes. The participants will be stopped at 10 minutes. The presentation may not be prerecorded. No presentation elements are allowed during the oral presentation.

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

FCCLA CHAPTER WEBSITE
Level I
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

WEBSITE CONTENT – DOCUMENTATION						Points
Home Page 0-2 points	**0** Site does not have a unique home page			**1 2** Home page specific for chapter use. Includes social media feed(s) and visitor tracker		
Project Identification Page 0-1 point	**0** Project Identification Page is missing, is not completed, or includes incorrect information			**1** Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title		
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Online Project Summary Submission 0 or 1 point	**0** Not provided			**1** Proof of submission from the online form is included		
Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point	**0** Did not use one page, subpage, or tab for each			**1** 8 or more website pages, subpages, or tabs for information areas		
Documentation/ Works Cited/ Bibliography 0-5 points	**0-1** None cited, or sources are cited but no permissions for using copyrighted work are included	**2** Copyright is questionable and sources list is incomplete	**3** Copyright statements and permissions are included for most sources but in inconsistent format	**4** Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	**5** Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style	

WEBSITE CONTENT - INFORMATION						Points
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	**0** None provided	**1 2 3** Website is limited in the promotion of FCCLA and FCS	**4 5 6 7** Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	**8 9 10 11 12** Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	**13 14 15** Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectations	
Membership Information 0-10 points	**0** None provided	**1 2 3** Limited information is provided for membership growth	**4 5** Some information is provided for membership growth	**6 7** Information to recruit, retain, and recognize membership is included	**8 9 10** Growth oriented recruitment, retention, and membership recognition is provided	
Awards/ Recognition 0- 5 points	**0** None provided	**1 2** Very few awards or recognitions included	**3** Some chapter and/or member accomplishments provided on limited FCCLA levels	**4** Chapter and/or member accomplishments are provided for all FCCLA levels	**5** 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels	
Chapter Leadership 0-5 points	**0** None provided	**1 2** Chapter officers are listed	**3 4** Chapter officers and responsibilities are provided	**5** Chapter officers and detailed responsibilities are provided in an easy-to-read format		
Contact Information 0-5 points	**0** None provided	**1 2** Minimal information provided	**3 4** Contact information provided but requires user to leave website	**5** Contact information provided and integrated into website		
Sponsors/Thank You Section 0-10 points	**0** None provided	**1 2 3** Limited information and no links provided	**4 5** 1-3 partners are recognized and website links are included	**6 7** 4-5 partners are recognized and website links are included	**8 9 10** 4-5 partners are recognized, partnership is explained, and website links are included	
Activities Information and Calendar 0-5 points	**0** None provided	**1 2** Limited information provided, but no calendar is available	**3** Limited information provided but calendar is not updated	**4** General information about chapter activities and chapter calendar is up-to-date	**5** Comprehensive information about chapter activities and chapter calendar is up-to-date	

FCCLA Chapter Website Rubric (continued)

						Points
Program of Work 0-10 points	**0** None provided	**1 2 3** Minimal information or activities included in program of work	**4 5** Limited participation in local, state, and national programs, limited areas included in program of work	**6 7** Good participation in local, state, and national programs in program of work	**8 9 10** Excellent participation in local, state, and national programs is included in a comprehensive program of work	

WEBSITE CONTENT – DESIGN AND NAVIGATION

						Points
Browser Compatibility 0-5 points	**0 1** Website includes components that are not functional without additional plugins. Is not functional on mobile devices	**2** Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	**3** Website is functional for 1 or more browsers but is not functional for mobile device viewing	**4** Website is fully functional in at least 2 browsers and is functional for mobile device viewing	**5** Website is fully functional in at least 3 different browsers and is functional for mobile device viewing	
Appearance 0-5 points	**0 1** Design choices negatively impact appearance. Many errors in word/text detract from the project	**2** Design choices do not fully support the project. Noticeable errors begin to detract from the project	**3** Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	**4** Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	**5** Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar	
Navigation 0-5 points	**0** Very difficult to navigate site or find information. Does not return viewer to home page easily	**1 2** Some hyperlinks broken, some information not easily located	**3 4** Hyperlinks work. Information mostly easy to locate	**5** All hyperlinks work and viewer can easily locate information and navigate site		
Licensing 0 or 5 points	**0** The website was not licensed by the participant		**5** A Creative Commons license or copyright statement is included on the website			

LEVEL I TOTAL

(100 points possible)

STAR Events Point Summary Form
FCCLA CHAPTER WEBSITE
Level II Only

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please 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 or Assistant Lead Consultant.

4. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(6 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(134 points possible)	_ _ _ · _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ _ · _ _
		FINAL SCORE divided by 140 possible points = **RATING SCORE PERCENTAGE**	

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

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

FCCLA CHAPTER WEBSITE
Level II
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

WEBSITE CONTENT – DOCUMENTATION						Points
Home Page 0-2 points	**0** Site does not have a unique home page			**1 2** Home page specific for chapter use. Includes social media feed(s) and visitor tracker		
Project Identification Page 0-1 point	**0** Project Identification Page is missing, is not completed, or includes incorrect information			**1** Project Identification Page is present, contains participants' names, chapter name, school, city, state, event name, and project title		
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained
Evidence of Online Project Summary Submission 0 or 1 point	**0** Not provided			**1** Proof of submission from the online form is included		
Website Content Page, Subpage or Tabs for 8 minimum areas 0 or 1 point	**0** Did not use one page, subpage, or tab for each			**1** 8 or more website pages, subpages, or tabs for information areas		
Documentation/ Works Cited/ Bibliography 0-5 points	**0 1** None cited, or sources are cited but no permissions for using copyrighted work are included	**2** Copyright is questionable and sources list is incomplete	**3** Copyright statements and permissions are included for most sources but in inconsistent format	**4** Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	**5** Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style	

WEBSITE CONTENT - INFORMATION					
Promotion of Family and Consumer Sciences and FCCLA 0-15 points	**0** None provided	**1 2 3** Website is limited in the promotion of FCCLA and FCS	**4 5 6 7** Website promotes either FCCLA or FCS, but not both, inconsistent messages about the programs	**8 9 10 11 12** Website promotes FCCLA and FCS as important. User is not moved beyond current expectations	**13 14 15** Website promotes with enthusiasm FCCLA and FCS as essential for all students. Expands user knowledge and moves beyond expectation
Membership Information 0-10 points	**0** None provided	**1 2 3** Limited information is provided for membership growth	**4 5** Some information is provided for membership growth	**6 7** Information to recruit, retain, and recognize membership is included	**8 9 10** Growth oriented recruitment, retention, and membership recognition is provided
Awards/ Recognition 0- 5 points	**0** None provided	**1 2** Very few awards or recognitions included	**3** Some chapter and/or member accomplishments provided by on limited FCCLA levels	**4** Chapter and/or member accomplishments are provided for all FCCLA levels	**5** 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels
Chapter Leadership 0-5 points	**0** None provided	**1 2** Chapter officers are listed	**3 4** Chapter officers and responsibilities are provided		**5** Chapter officers and detailed responsibilities are provided in an easy-to-read format
Contact Information 0-5 points	**0** None provided	**1 2** Minimal information provided	**3 4** Contact information provided but requires user to leave website		Contact information provided and integrated into website
Sponsors/Thank You Section 0-10 points	**0** None provided	**1 2 3** Limited information and no links provided	**4 5** 1-3 partners are recognized and website links are included	**6 7** 4-5 partners are recognized and website links are included	**8 9 10** 4-5 partners are recognized, partnership is explained, and website links are included
Activities Information and Calendar 0-5 points	**0** None provided	**1 2** Limited information provided, but no calendar is available	**3** Limited information provided but calendar is not updated	**4** General information about chapter activities and chapter calendar is up-to-date	**5** Comprehensive information about chapter activities and chapter calendar is up-to-date

	0	1 2 3	4 5	6 7	8 9 10	
Program of Work 0-10 points	None provided	Minimal information or activities included in program of work	Limited participation in local, state, and national programs, limited areas included in program of work	Good participation in local, state, and national programs in program of work	Excellent participation in local, state, and national programs is included in a comprehensive program of work	

WEBSITE CONTENT – DESIGN AND NAVIGATION

	0 1	2	3	4	5	
Browser Compatibility 0-5 points	Website includes components that are not functional without additional plugins. Is not functional on mobile devices	Website includes components that are only functional on 1 browser, and is not functional for mobile device viewing	Website is functional for 1 or more browsers but is not functional for mobile device viewing	Website is fully functional in at least 2 browsers and is functional for mobile device viewing	Website is fully functional in at least 3 different browsers and is functional for mobile device viewing	
Appearance 0-5 points	Design choices negatively impact appearance. Many errors in word/text detract from the project	Design choices do not fully support the project. Noticeable errors begin to detract from the project	Design is inconsistently applied or not appropriate for audience. Some errors in spelling or grammar	Design is mostly professional, legible, and appropriate for audience. Minimal errors in word choices, spelling or grammar	Neat, professional, legible, and appropriate in appearance for audience. No errors in word choices, spelling or grammar	

	0	1 2	3 4	5	
Navigation 0-5 points	Very difficult to navigate site or find information. Does not return viewer to home page easily	Some hyperlinks broken, some information not easily located	Hyperlinks work. Information mostly easy to locate	All hyperlinks work and viewer can easily locate information and navigate site	

	0	5	
Licensing 0 or 5 points	The website was not licensed by the participant	A Creative Commons license or copyright statement is included on the website	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or speaks briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

LEVEL II TOTAL

(134 points possible)

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.**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Education & Training
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participant(s) will have 5 minutes to set up their *displays.* Other persons may not assist.

2. 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.

3. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

4. Following the presentation, evaluators will have 5 minutes to interview participant(s).

5. Following the interview, evaluators will have 5 minutes to review the *display*.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

2. Participants must have completed a course or unit of study in child development in a Family and Consumer Sciences program and/or related occupations program.

3. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Display, Oral Presentation	Table or Freestanding space	Not provided	5 minutes	5 minutes after presentation interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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

4. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

5. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.

FOCUS ON CHILDREN
Specifications

Display

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

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

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner discussing all aspects of the *Planning Process*. Summarize project activities and accomplishments.
Identify Concerns	Identify the need to act and provide evidence and data to support decision.
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan of action.
Act	Execute plan and show support from others who assisted, partnered, or collaborated in the project.
Follow Up	Evaluate project and identify the significance of the project and its outcome. Note ideas for improvement.
Knowledge of Subject Matter	Show evidence of child development knowledge and skills by using *current* data to support and describe the project. Research methods such as surveys, interviews, reports, readings, observations were used for gathering data. *Technology* may have been used to gather data.
Use of *Display*	Use the *display* to support, illustrate, and complement project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including posture, mannerisms, eye contact and appropriate handling of *display* and notes, or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Adjust communication to the evaluator's questions. All *team* members involved in responding to questions.

STAR Events Point Summary Form
FOCUS ON CHILDREN

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Online Event Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   = AVERAGE EVALUATOR SCORE

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

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

FOCUS ON CHILDREN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Addresses a Specific Need 0-5 points	**0** Project did not address a specific child development need	**1** Project did no show evidence of research	**2** Project addressed a specific need, concern, or issue involving child development	**3** Project addressed needs, concerns or issues involving child development which were researched	**4** Project addressed a specific need, concern or issue involving child development. Research methods were used to gather this data and described	**5** Extensive research and evaluation methods were presented to support the need	
Impacts Children and Community Positively 0-6 points	**0** No evidence	**1** Limited information on how the project impacted children or the community	**2** Clear understanding of the positive effect on children, but not how it has impacted the community	**3** Impact on the community was shown	**4** Clear understanding of the positive impact on children and the community with various sources of data and information	**5 6** Participants were able to analyze the impact of the project and showed understanding plus application of lessons learned	
Applies Child Development Concepts 0-5 points	**0** No evidence of child development concepts being used	**1** Child development concepts were limited	**2** Little evidence of child development concepts being applied to the project	**3** Child development concepts were known to the participants	**4** Extensive evidence child development concepts were applied and utilized in the project	**5** Participants could apply child development concepts utilized in the project to new and potential projects and learning	
Ability of Participants to Work with Children 0-5 points	**0** No evidence of working with children	**1** Evidence some of the participants worked with the children, but not all of them were actively involved	**2** All participants were involved with working with children	**3** Participants were involved with children and could articulate what they had learned	**4** Evidence of all participants involved working with children during the "ACT" step of the Planning Process	**5** Extensive evidence of the scope, impact and application of learning by the participants in their work with children	
Appearance 0-5 points	**0** Display does not document or illustrate project	**1** Display has many errors and is not aesthetically pleasing	**2** Display has minimal appeal both in design and content	**3** Display needs some improvement in content and design	**4** Display is highly creative but lacks real content/Display has strong content and lacks creativity	**5** Display is creative, appropriate, and of high quality/Display has good word, color, and design choices	

ORAL PRESENTATION						Points
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-5 points	**1** No evidence of concerns	**1** A limited explanation of concerns was given	**2** Evidence of several concerns but no research or data given as reference	**3** Evidence of 2 or more concerns were generated with some data	**4** Evidence of 2 or more concerns were generated from current research and data	**5** Much evidence and data included on identifying concerns	
Set a Goal 0-5 points	**0** No goal was evident	**1** Goal set was not attained or achievable in the time frame of the project	**2** The goal was not clearly defined	**3** Goal was defined in a limited manner	**4** The goal was clearly defined, explained in detail, and partially measurable	**5** Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

	0	1	2	3	4	5	
Form a Plan 0-5 points *Elements: who, what, when, where, how*	Not evident	Most elements clearly defined	3 or more elements were not clearly defined	2 elements were not clearly defined	1 element was not clearly defined	All elements were clearly defined	
Act 0-5 points	No evidence	Action was limited	The activity was acted upon but was not clear	Action was explained, plans were limited	The activity was acted upon to meet the goal	Action and plans included evidence of support from partners and collaborators	
Follow Up 0-5 points	No evidence	No clear understanding if the goal had been met or there were no notations of what improvements were needed	There were no notations of what ideas went well and what improvements were needed	Limited methods for evaluation were noted	Determination if the goal and concerns were met was noted	Evaluation methods were extensive and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	Display not used during presentation	Display used to limit amount of speaking time	Display used minimally during presentation	Display incorporated throughout presentation	Display used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	

	0		1		2		3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively		Voice quality is adequate		Voice quality is good, but could improve		Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		Gestures, posture, mannerisms, eye contact, and clothing are appropriate		Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors		Some (3-5) grammatical and pronunciation errors		Few (1-2) grammatical and pronunciation errors		Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____

Food Innovations

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

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12
See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Health Science
- Marketing

2018–2019 COMPETITION TOPICS - All Food Innovations projects must be based on the correct topic as indicated on page 219.

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up a *display*. Other persons may not assist.

2. 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.

3. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

4. Following the presentation, evaluators will have 5 minutes to interview participant(s).

5. Following the interview, evaluators will have 5 minutes to review the *display*.

6. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Display, Product Packaging, Oral Presentation	Table or Freestanding Space	Not provided	5 minutes	5 minutes following interview	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/or equipment. Wall space will not be available.

3. Access to an electrical outlet will not be provided. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation.

4. Items within the *display* may be used as in- hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.

5. Participants are not allowed to provide food product samples to the evaluators.

2018-2019 Competition Topics and Resource Information

As a response to many of life's stressors, many consumers reach for indulgent, nostalgic foods that remind them of a simpler time with no worries of whether a food is low calorie or particularly healthy. Indulgence foods, while not a staple in one's diet, do have a place since nearly everyone tends to eat them occasionally.

For the FCCLA Food Innovations STAR Event, participants will develop a food product to be marketed for sale to the consumer group of their choice.

Junior Category – Develop an indulgent appetizer.
Occupational Category – Develop an indulgent main-course salad.
Senior Category – Develop an indulgent dessert.

Sample Topic Resources:
https://www.fooddive.com/news/grocery--an-uncertain-future-may-mean-more-comfort-food/511506/
https://www.foodnavigator-usa.com/Article/2017/11/21/Consumers-will-seek-comfort-escape-from-food-in-2018
https://www.fona.com/trend-insight-snacking-indulgence

FOOD INNOVATIONS
Specifications

Display

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

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

Project Identification Page	One 8 ½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 ½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the display.
Original *Prototype Formula(s)*	Present an original *prototype formula(s)* and the modified version(s) after each test and alteration, including the final formula(s). Changes from the previous version should be highlighted in each modified formula. The original *prototype formula(s)* must fit within the participants' category 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.

Product Testing Method	Participants will test their formula in *focus groups* and modify it two times. *Focus groups* should follow the following guidelines:
	    Test #1—minimum five (5) individuals
	    Test #2—minimum ten (10) individuals, who are part of the intended consumer *audience(s)* of the product.
	Display the method of evaluation for each stage of testing and include a sample of both negative and positive results from each stage. Selection of final product may occur at any stage of product testing.

Process Storyboard	Show pictures of the product at various stages of production and testing.
Nutrition Information	**Junior —**list of nutrients (no amounts needed) found in the product, exhaustive list of ingredients, allergy warnings, and consumption instructions, if needed. **Senior and Occupational—**create a nutrition fact label for the product, following FDA guidelines, which includes the following items: serving size; amount per serving and % Daily Value of: total calories, fat calories, total fat, total carbohydrates, protein, sodium, and cholesterol; ingredients; allergy warnings; and consumption instructions.
Equipment, Safety, and Sanitation	Develop a list of equipment used and safety precautions taken to ensure a safe test kitchen and sanitary product.
Product Summary	Includes product name, target market, appeal of product to target *audience*.
Actual and Suggested Pricing	Determine the actual cost of producing one serving and one package of the product. Develop a suggested price for retailing the product.
Appearance	The *display* must be neat, legible, *professional* and use correct grammar and spelling.

Food Innovations Specifications (continued)

Suggested Product Packaging

Junior—The suggested product packaging should be a 2-D rendition of the intended product container, either drawn by hand or with a digital program, displayed either on or in addition to the *display*.

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

Design Effectiveness	The drawing or *model* should exhibit creativity and innovation and the design should be effective in containing, shipping, and storing the product. Include a description of actual materials to be used in the suggested product packaging.
Marketability	**Junior**—The packaging should be appealing to the target *audience*. Minimum information required: • Product Name • Ingredient List • Allergy Warning • Consumption Instructions **Senior and Occupational**—The packaging should be appealing to the target *audience* and contain all of the appropriate information to be ready for sale. Minimum information required: • Product Name • Nutrition Facts Label • Ingredient List • Allergy Warning • Consumption Instructions • Net Weight
Appearance	The drawing or *model* must be neat, legible, *professional*, and visually appealing.

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Explanation of Product Choice	Explain why the particular food was chosen and its appeal to both the participant and potential consumers.
Knowledge of Subject Matter	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 *prototype formula*.
Use of *Display* and *Visuals* During Presentation	Use *display* and *visuals* to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
FOOD INNOVATIONS

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participants did not set up their display within allotted time period	**1** Participants set up display during allotted time period	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

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

FOOD INNOVATIONS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project,	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Original Prototype Formula(s) 0-10 points	**0** No prototype formula(s) provided/formula(s) do not fit within the current food product topic	**1 2** One or more versions of the prototype and final prototype presented and fit within the current food product topic	**3 4** Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	**5 6** Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	**7 8** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	**9 10** Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
Product Testing Method 0-10 points	**0** No evidence of product testing provided	**1 2** Product testing does not follow the specifications	**3 4** Product testing followed specifications but the chosen method was not appropriate for the focus group audience	**5 6** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	**7 8** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented. Most feedback from testing is implemented	**9 10** Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
Process Storyboard 0-2 points	**0** No process storyboard presented		**1** Limited photographs, confusing arrangements		**2** Appropriate number of photographs, arranged well to tell a story		
Nutrition Information 0-5 points	**0** No nutrition information provided	**1** Nutrition information does not meet specification requirements	**2** Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	**3** Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	**4** Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant category	**5** Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant category	
Equipment, Safety and Sanitation 0-3 points	**0** No equipment list or safety and sanitation precautions		**1** Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		**2** The equipment list is incomplete OR safety and sanitation precautions are inappropriate	**3** The equipment list is complete and safety and sanitation precautions are appropriate	
Product Summary 0-2 points	**0** No product summary provided		**1** Product summary is lacking information and/or is poorly written		**2** Product summary is thorough and well-written		
Actual and Suggested Pricing 0-3 points	**0** No pricing information provided		**1** Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate		**2** Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or in appropriate	**3** Actual cost of one serving and one package is accurate; suggested pricing is appropriate	
Appearance 0-3 points	**0** Display is illegible and unorganized		**1** Display is neat, but contains grammatical or spelling errors and is organized poorly		**2** Display is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used, effective organization	

Food Innovations Rubric (continued)

SUGGESTED PRODUCT PACKAGING

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

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Explanation of Product Choice 0-5 points	No product choice explanation	Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	Product choice explanation was brief but the product choice is appropriate for topic and audience	Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display and Visuals during Presentation 0-5 points	Display and visuals not used during presentation	Display and visuals used to limit amount of speaking time	Display and visuals used minimally during presentation	Display and visuals incorporated throughout presentation	Display and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and display	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____
Room Consultant Initial _____
Evaluator # _____

Hospitality, Tourism, and Recreation

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

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Business Management & Administration
- Hospitality & Tourism

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time.
4. 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.
5. The oral presentation **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.
6. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Presentation equipment,* with no audio, may be used during the entire presentation.
7. Following the presentation, evaluators will have 5 minutes to interview the participant(s).
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	10 minutes/ 10 minutes case study	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for hospitality, culinary, tourism, or recreational management careers.

3. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space may not be available.

4. Access to an electrical outlet will not be provided. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–8	*Content Divider Pages* or Sections	Use 0 to 8 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8 ½" x 11" pages or 45 slides	Project Focus Area	Indicate the area of the project's focus. The project may create a new Hospitality, Tourism, and Recreation focused business or it may rejuvenate an existing one. The project must be relatively local to the participant(s). The project focus area must be one of the following: • **Culinary**—Restaurant or Catering • **Lodging**—Hotel or Resort • **Recreation**—Amusement or Leisure Services and Facilities • **Tourism**—City, County, Regional, or State Tourism Organization • **Event Coordination**—Organization Providing Corporate Meeting Planning, Conference Services, or Special Events Management
	Focus Area Career Summary	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area, descriptions of entry-level and upper-level jobs, qualifications, skills required and preferred by employers, job outlook, and salary ranges.
	Background Research	Research three examples of high quality hospitality businesses similar to that of the project's focus. Researched businesses do not have to be local to the participant. Provide an overview of each business and determine at least five positive practices and five negative practices regarding the way each business meets or does not meet the needs and desires of its clients.
	Business Mission Statement	Develop a mission statement for the project's business.

Up to 35 pages or 45 slides *(continued)*	Target Client Profile	Determine the market(s) the business will aim to reach and list target client demographics. Include the reasons potential clients would be interested in the services provided by the business.
	Business Website	Provide a comprehensive overview of the business. Participants should demonstrate their knowledge and work in, at least, the topics described below for their respective focus: **Culinary:** • type(s) of cuisine • menu(s) • type(s) of service (buffet, plated, stations, carry-out, delivery, etc.) • pre-meal planning (restaurants-reservations, seating, catering- pre-event client meetings, tastings, etc.) • cost • directions • contact information **Lodging:** • type of atmosphere • type(s) of guest rooms • guest amenities and services • onsite and/or area dining and attractions • meeting/event space • cost • directions • contact information **Recreation:** • type of activity(s) • related services and amenities • required or optional training (e.g. skydiving, golf, etc.) • safety requirements • cost • directions • contact information **Tourism:** • area attractions, dining, shopping, and lodging • transportation information • tourist tips • visitor's guide • upcoming events • vacation packages and/or sample itineraries • cost • contact information **Event Coordination:** • type(s) of events/meetings • services provided • preferred suppliers • client meetings • risk management • cost • contact information To deliver *content*, create a website for the business using a free website builder (see *Resources* below). The website should easily allow potential and/or committed clients to fully understand and/or utilize the services and amenities provided. Include screen shots of the website in the *portfolio*. If an internet connection is available, participants may use their actual website rather than their *portfolio* during the oral presentation. The website should be user-friendly.

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

Oral Presentation

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

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

Case Study

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

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

Resources

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

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

STAR Events Point Summary Form
HOSPITALITY, TOURISM, AND RECREATION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:
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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 47 single-sided pages or 58 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 8 content divider pages or slides • Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus Room Consultant Total)	
_____	*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*		_ _ . _ _

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

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

HOSPITALITY, TOURISM, AND RECREATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

	0	1	2	3	4	5	
Customer Service Strategy 0-5 points	No customer service strategy provided	Customer service strategy provided though poorly thought out	Developed a customer service strategy for receiving positive feedback and client complaints	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	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	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	

	0	1	2	3	
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style (see style sheet)	Complete list of current and reliable resources, in MLA or APA style (see style sheet)	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical/pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

CASE STUDY

	0	1	2	3	4	5	
Knowledge of Subject 0-5 points	No case study provided	Case study is incomplete	Case study response did not show evidence of current data and knowledge	Case study response included a limited amount of current data and knowledge	Case study response included an adequate amount of current data and knowledge	Case study response included an extensive amount of current data and knowledge	
Appropriate Solutions 0- 5points	No case study provided	Case study is incomplete	Solution was not feasible or appropriate for the situation	Solution was adequate for the situation	Solution was partially feasible though appropriate for the situation	Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated	

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL [ ]
(90 points possible)

HOSPITALITY, TOURISM AND RECREATION
Case Study Form

Name of Participant(s) _____

Chapter _____ State _____ Category _____

DIRECTIONS:

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.

Category (choose one):   ❑ Senior   ❑ Occupational

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?

STAR EVENTS — Illustrated Talk

Illustrated Talk, an *individual* or *team event,* recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder,* an **oral presentation,** and *visuals.*

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.
2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
3. **Access to an electrical outlet will not be provided.**
   Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	Table	Not provided	5 minutes	5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED

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

ILLUSTRATED TALK
Specifications

File Folder

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

Project Identification Page	One 8½" x 11" page on *plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name and title of Illustrated Talk.
FCCLA *Planning Process* Summary Page	One 8½"x 11" summary page of how each step of the *Planning Process* was used to plan and present the Illustrated Talk.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *file folder*.
Documentation of Three Prior Presentations of the Illustrated Talk to Different *Audiences*	Document no more than three prior Illustrated Talk presentations, including date; location; and proof of prior presentation, such as photos, news clippings, and/or thank-you notes.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It is not a factual lecture or "how-to" presentation.

Introduction	Use creative methods to capture *audience* attention.
Relationship to Family and Consumer Sciences and/or Related Careers	Reflect views and knowledge on issues of concern related to areas of Family and Consumer Sciences and/or related careers.
Knowledge of Subject Matter	Present *current* data and information to support viewpoints and issues of concern.
Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.
Summary	Summarize major points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the 10-minute timeframe for the information presented.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.

Illustrated Talk Specifications (continued)

Visuals/Props

Visuals/props may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to 1-minute playing time during the presentation.

Effectively Illustrate *Content*	Support, illustrate, and/or complement *content* of presentation.
Creativity of *Visuals*	Use creative methods to illustrate presentation.
Use of *Visuals*	Presentation aids must be visible to the *audience*; neat, legible, and *professional*; and use correct grammar and spelling.

STAR Events Point Summary Form
ILLUSTRATED TALK

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0** Yes **3**			
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser		
File Folder 0–4 points	**0** No File Folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and sufficient evaluators materials - Project ID page - Planning Process Summary - Project Summary Submission Proof - Prior Presentation Documentation - Works Cited	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation		

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

ILLUSTRATED TALK
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

FILE FOLDER							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*	**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

ORAL PRESENTATION							
Introduction 0-5 points	**0** No obvious introduction	**1** Introduction not relevant or appropriate for presentation	**2** Introduction not effective in capturing attention	**3** Somewhat creative/attention getting	**4** Creative introductions	**5** Introduction captured attention immediately	
Relationship to Family and Consumer Sciences and/or Related Careers 0-10 points	**0** No evidence of relationship to FCS and/or related careers	**1 2** Minimal evidence relationship to FCS and/or related careers	**3 4** Some knowledge of relationship to FCS and/or related careers	**5 6** Knowledge of relationship to FCS and/or related careers, but not shared	**7 8** Knowledge of relationship to FCS and/or related careers is evident and shared	**9 10** Knowledge of relationship to FCS and/or related careers is evident and explained well	
Knowledge of Subject Matter 0-10 points	**0** Little or no evidence of knowledge	**1 2** Minimal evidence of knowledge	**3 4** Some evidence of knowledge	**5 6** Knowledge of subject matter is evident but not effectively used in presentation	**7 8** Knowledge of subject matter is evident and shared at times in the presentation	**9 10** Knowledge of subject matter is evident and incorporated throughout the presentation	
Methods or Techniques to Address the Issues of Concern 0-10 points	**0** Did not mention any methods of techniques	**1 2** Methods and techniques were given, but not explained	**3 4** Methods and techniques were given, but not clearly explained	**5 6** Issues were examined with some methods and techniques to solve concerns	**7 8** Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	**9 10** Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
Summary 0-5 points	**0** Not provided	**1 2** Poor summary with weak conclusion		**3 4** Provided a summary buy concluding statement could be stronger		**5** Excellent summary with strong concluding statement	
Length of Presentation 0-3 points	**0** Did not speak	**1** Spoke very briefly or was stopped		**2** Spoke an appropriate length but could have expanded more on presentation		**3** The presentation was within 10 minutes and all information was covered for an appropriate length of time	
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing	

Illustrated Talk Rubric (continued)

Points

	0	1	2	3		
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
Grammar/Word Usage/ Pronunciation 0-3 points	0 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		

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

VISUALS/PROPS

	0	1 2	3 4	5	
Effectively Illustrate Content 0-5 points	Visuals not provided	Visuals are weak in supporting the presentation	Visuals support the presentation but do not complement the content	Visuals support and complement the presentation	
Creativity of Visuals to Enhance Presentation 0-5 points	Visuals not used during presentation	Visuals not original, lacking appeal or creativity	Somewhat creative, original and appealing	Highly original, very appealing, and creative	

	0	1	2	3	4	5	
Use of Visuals during Presentation 0-5 points	Visuals not used during presentation	Visuals used to limit amount of speaking time	Visuals used minimally during presentation	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____

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.*

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Architecture & Construction
- Arts, A/V Technology & Communications
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *file folder* and *display* boards before each presentation begins.

4. 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.

5. 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 illustrated talk.

6. 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).

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File Folder, Visuals, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

* Visuals are design and sample boards only.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants in the senior category must be or have been enrolled in an interior design/ housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid *employment*. Coursework which meets this requirement may be determined by the state department of education.

3. A table will be provided. Participant(s) must bring all other necessary supplies. Wall space will not be available.

4. The design scenario will all participants must base their design will be available online by October 1.

5. The National Kitchen and Bath Association provides NKBA student membership to high school students in Interior Design programs, at no charge. To apply, visit https://forms.nkba.org/students/join/.

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

6. A 3-D model can be added to the floor plan board if there is room on the board in addition to the floor plans. The model would supplement the event requirements. Additions should only be considered if the student designer has extra time and the requirements are fulfilled - **no additional points will be earned**. Keep in mind that under "Presentation to Clients" that no other visuals or audiovisual equipment will be permitted. Participants should only be presenting the boards as described in the event specifications.

INTERIOR DESIGN
Specifications

File Folder

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

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

Board Specifications

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

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

Interior Design Specifications (continued)

Design

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

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

Presentation to Clients

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

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

STAR Events Point Summary Form
INTERIOR DESIGN

FCCLA

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**		Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	
File Folder 0–4 points	**0** Portfolio exceeds the page limit	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • Planning Process summary • Project Summary Submission Proof • Client Invoice	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

ROOM CONSULTANT TOTAL (10 points possible)

AVERAGE EVALUATOR SCORE (90 points possible)   _ _ . _ _

FINAL SCORE (Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

INTERIOR DESIGN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

FILE FOLDER CONTENTS						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Client Invoice 0-3 points	**0** No client invoice provided		**1** Does not include all required information, or contains errors		**2-3** Clear and complete invoice in correct order with no errors, professional appearance		

BOARD SPECIFICATIONS			
Type of Board 0-1 point	**0** Another type of board used	**1** Foam, mat, or mat on foam used	
Color 0-1 point	**0** Another color board used	**1** Solid white or black board used	
Size 0-1 point	**0** Board larger than 22" x 30"	**1** Board did not exceed 22" x 30"	
Business Card 0-1 point	**0** Does not fully meet specifications	**1** Fully meets size/contents specification	
Illustrations 0-3 points	**0** No illustrations used	**1** Illustrations are limited in quality or quantity is below or above an appropriate amount	**2** Illustrations are appropriate but not overly effective	**3** Highly appropriate and effective illustrations
Overall Effectiveness 0-3 points	**0** Lacking in visual appeal	**1** Minimal visual appeal	**2** Some visual appeal	**3** Great visual appeal, very effective

DESIGN			
Scaled Room Floor Plan 0-10 points	**0 1** Did not appear to use any scale and no architectural features shown	**2 3 4 5 6** ¼" scale used, but not consistently. Some architectural features shown and drawn	**7 8 9 10** ¼" scale used consistently. All architectural features shown and drawn correctly
Furniture Arrangement 0-3 points	**0** No furniture arrangement shown	**1** Poorly arranged, both form and function	**2** Good form OR function, not both / **3** Well-arranged for form and function
NKBA Planning Guidelines 0-1 point	**0** Did not adhere to NKBA Planning Guidelines	**1** Correctly followed NKBA Planning Guidelines where appropriate in design	
Specified Elevation 0-4 points	**0** No elevation done	**1** Incorrect scale used	**2-3** Somewhat well-done/effective using ½" scale / **4** Well-done, very effective using ½" scale
Samples 0-3 points	**0** No samples provided	**1** Some samples, not all, provided	**2** Some well-chosen, but not well coordinated / **3** Well-chosen and coordinated
Principles of Design 0-3 points	**0** Principles of design not applied	**1** Principles applied only minimally	**2** Most principles of design applied / **3** Principles of design applied consistently
Originality of Design 0-3 points	**0** Little evidence of originality	**1** Some evidence of originality	**2** Contains both creative elements and "copies" / **3** Highly original design
Thoughtfulness of Design 0–3 points	**0** Design shows no consideration of clients' space needs	**1** Some evidence of consideration of clients' needs or design style	**2** Design meets clients' space needs but does not reflect design style / **3** Design meets clients' space needs and design style
Responsible Design 0–3 points	**0** Design shows no consideration for the safety, healthy or welfare of the client or environment	**1** Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	**2** Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client / **3** Design is highly responsible for both the clients' well-being and the environment
Overall Effectiveness 0-3 points	**0** Lacking in visual appeal	**1** Some visual appeal	**2** Minimal visual appeal / **3** Great visual appeal, very effective

Interior Design Rubric (continued)

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Rationale of Design Decisions Explained 0-5 points	**0** No rationale of design decisions explained	**1 2** Design decisions are somewhat explained but show little understanding of clients' needs and style		**3 4** Design decisions are explained thoroughly and show complete understanding of clients' needs and style		**5** Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards	
Use of Display Boards during Presentation 0-3 points	**0** Display boards are not used during presentation	**1** Display boards used minimally during presentation		**2** Display boards incorporated throughout presentation		**3** Presentation moves seamlessly between oral presentation and display boards	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-4 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Responses to questions were appropriate and given without hesitation		

Evaluator's Comments:

TOTAL [ ]
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Interpersonal Communications

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education & Training
- Government & Public Administration
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Marketing
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 5 minutes in length. A one-minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview participant(s).
6. Participant(s) will then be given a written case study related to their project. They will have 10 minutes to prepare a response to the case study.
7. Participant(s) will have up to 5 minutes to present the case study response to evaluators. Evaluators may ask questions after the response.
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File Folder, Oral Presentation	Table, blank note cards	Not provided	5 minutes set up/ 10 minutes case study	5 minutes prior to presentation	1-minute warning at 4 minutes; stopped at 5 minutes (same for case study)	5 minutes	35 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table and blank note cards for the preparation of the case study response will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation, if desired.

INTERPERSONAL COMMUNICATIONS
Specifications

File Folder

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

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

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Identify Concerns	Identify the need to act and provide two or more reasonable options or "alternative actions."
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan.
Act	Execute plan with a thorough understanding and application of communication techniques and solutions.
Follow Up	Evaluate project and express the significance of the project and its outcome.
Project Rationale Clearly Stated	Identify reason for implementing the project.
Use of Appropriate Techniques	Show evidence of communication techniques and methods used in the project, such as verbal, nonverbal, written, one-on-one, active listening, and/or conflict resolution.
Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and Family and Consumer Sciences	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

Interpersonal Communications Specifications (continued)

Case Study

Participants will be given a written case study to evaluate their understanding of communication. The case study will relate to the area of the participant's project. Participant(s) will have 10 minutes to prepare a response. The response may not exceed 5 minutes. Work will take place in a separate room with no spectators. No prewritten material is allowed, but blank note cards will be provided.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Communication Techniques	Show evidence of awareness of methods for strengthening communication and of communication techniques.
Appropriate Solutions	Present feasible and suitable solutions for the situation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding case study response.

STAR Events Point Summary Form
INTERPERSONAL COMMUNICATIONS

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time			
	No **0**		Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	
File Folder 0–4 points	**0** No File Folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and evaluators material - Project ID page - Planning Process Summary - Project Summary Submission Proof - Works Cited	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   = **AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL (10 points possible)

AVERAGE EVALUATOR SCORE (90 points possible) _ _ . _ _

FINAL SCORE (Average Evaluator Score plus Room Consultant Total) _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

INTERPERSONAL COMMUNICATIONS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

FILE FOLDER							**Points**
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

ORAL PRESENTATION						
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Identify Concerns 0-4 points	**0** No evidence of identifying concerns	**1** Identifying concerns and needs are limited in scope	**2** Participants use one or two methods to identify concerns	**3** Participants use surveys, data collection, interviews or other methods to identify concerns	**4** Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions	
Set a Goal 0-4 points	**0** Not evident	**1** Goal is evident	**2** Goal is clearly stated	**3** Goal is thoroughly stated	**4** Goal is stated in detail with measurable outcomes	
Form a Plan 0-4 points	**0** Not evident	**1** Plan is stated with some detail	**2** Plan is detailed	**3** Plan includes details, timelines, and alternatives	**4** Plan is thorough, feasible and complete	
Act 0-4 points	**0** Not evident	**1** Action steps are evident	**2** Plan is detailed in steps, tasks, and timelines	**3** Plan included analysis of effects of communication technology in family, work, and community settings	**4** Plan includes a thorough understanding and application of communication techniques and solutions	
Evaluation Follow-Up 0-4 points	**0** No evidence	**1** Some evaluation and follow-up is planned	**2** Evaluation plans include multiple strategies	**3** Evaluation and follow-up is detailed and varied in strategies	**4** Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation	
Project Rationale Clearly Stated 0-5 points	**0** No evidence	**1** Project rationale is limited	**2** Rationale for the project is clearly stated	**3** Rationale for the project is stated in a convincing manner, citing reasons and data	**4** Rationale for the project is thorough and compelling	**5** Rationale for the project is thorough, a compelling and urgent need and well documented	
Use of Appropriate Techniques 0-5 points	**0** No evidence	**1** Participants understanding limited methods of communication techniques	**2** Participants show some understanding of various communication techniques	**3** Participants show understanding of two or three communication techniques	**4** Participants show understanding and can apply various communication techniques	**5** Participants effectively apply techniques that are effective and appropriate	

Interpersonal Communications Rubric (continued)

<div align="right">Points</div>

Impact on Interpersonal Communications 0–10 points	**0** Not evident	**1** Participants show a limited knowledge of the impact of interpersonal communications with their project	**2** Participants show areas of interpersonal communication that were strengthened by the project	**3 4 5** Participants explain one or more of the following: --how similarities and differences among people affect conflict prevention and management in their project --how to create an environment that encourages and respects ideas and perspectives --apply the roles of decision making and problem solving in reducing and managing conflict	**6 7 8 9 10** Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: --demonstrate processes for cooperating, compromising, and collaborating --demonstrate ethical behavior in family, workplace and community settings --demonstrate strategies to motivate, encourage, and build trust in group members --compare the relative merits of opposing points of view regarding current ethical issues

Relationship to FCCLA Purposes and FCS 0-5 points	**0** Not evident	**1** Minimal evidence of FCCLA and FCS relationship	**2** Some knowledge of relationship of FCCLA and FCS	**3** Knowledge of FCCLA and FCS relationship but not shared	**4** Knowledge of FCCLA and FCS relationship is evident and shared	**5** Knowledge of FCCLA and FCS relationship is evident and well explained	

Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors

Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

CASE STUDY

Presentation 0-2 points	**0** No case study presentation is made	**1** Case study response is limited in scope	**2** Case study responses indicate an understanding of the concepts and issues

Knowledge of Communication Techniques 0-4 points	**0** Not evident in explanations	**1** Knowledge of communication techniques is limited	**2** Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques	**3** Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management	**4** Knowledge of communication techniques is explained in detail. Apply ethical principles of communication
Appropriate Solutions 0-4 points	**0** Not evident	**1** Participants share a limited response to one or two solutions	**2** Participants share feasible and suitable solutions	**3** Participants share many feasible and suitable solutions	**4** Participants share extensive suitable solutions and insights
Responses to Evaluators' Questions 0-3 points	**0** Not evident	**1** Did not answer questions	**2** Answers show a limited understanding	**3** Answers are in depth and thorough	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____

STAR EVENTS — 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.**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

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

2. Room consultants and evaluators will have 15 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the *electronic portfolio* accessible to evaluators.

3. The interview **may be up to** 20 minutes in length. A one-minute warning will be given at 19 minutes. The interview will be stopped at 20 minutes.

4. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants should use the *portfolio* during the interview process and answer questions about the *portfolio* at this time. No other materials may be used during the interview.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

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.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio and Job Application		Not provided		15 minutes prior to presentation	1-minute warning at 19 minutes; stopped at 20 minutes		40 minutes

PRESENTATION ELEMENTS ALLOWED

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

Presentation Equipment is allowed only for presentation of electronic portfolio.

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–5	*Content Divider Pages* or Sections	Use 0 to 5 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 27 8 ½" x 11" pages or 37 slides	Job Specification Sheet	Give name of employer, job title, short job description, required hours, and wages typically offered for this job. **The selected job must match the participant's *current* skills, education level, and relate to future career interests and goals.**
	Business Communication	Include completed job application (download from the STAR Events Resources page of the FCCLA website), cover letter, resume, and two letters of recommendation (one from a school official, administrator, counselor, or teacher and one from an employer or other *community* representative). All student-created business communication documents should be complete; use correct spelling, grammar, and be consistently written; be of consistent font style and of appropriate size; use appropriate business format and color; be well organized; and match *current* skills and reflect future career interests and goals.
	Career-Related Education	Describe *career-related education* that enhances employability. Include a summary of school activities, career research projects, application of Family and Consumer Sciences and/or related occupations skills and their relationship to job, and an example of ability to communicate in written form.
	Educational Enhancement Opportunities	Describe *educational enhancement opportunities* that enhance employability. Include career development planning, summaries of job shadowing, internships, apprenticeships, informational interviews, or *community* service projects, and products developed during these experiences.

(continued next page)

Job Interview Specifications (continued)

Up to 27 pages or 37 slides *(continued)*	Examples of Skills	Provide evidence of five skills, talents, and/or abilities related to job and career goals. These may be in any format but must fit within the *dimensions* of the *portfolio.* Audio and/or video recordings may be included in the *portfolio* but **will not** be considered by evaluators. Examples or samples of skills will be identified as such and are considered *content pages.*
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Interview

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

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

STAR Events Point Summary Form
JOB INTERVIEW

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 5 content divider pages or slides • Up to 27 content pages or 37 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
	= AVERAGE EVALUATOR SCORE	(Average Evaluator Score plus	
_____	*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	Room Consultant Total)	_ _ . _ _

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

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

JOB INTERVIEW
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Job Specification Sheet 0–2 points	**0** Job specification sheet not provided		**1** 1-4 items provided, or information is incomplete		**2** All 5 items provided and are complete	

Business Communication 0–15 points

0 None apply	**1-15: Score 1 point for each of these components** ☐ Correct application used ☐ Completed application ☐ Cover letter ☐ Resume ☐ Recommendation letter #1	☐ Recommendation letter #2 ☐ Correct spelling ☐ Correct grammar ☐ Consistent font style ☐ Appropriate font size	☐ Appropriate business format ☐ Consistently written ☐ Well-organized ☐ Reflects current skills and future goals ☐ Appropriate colors used

Career Related Education 0–5 points	**0** Not included	**1** Only one of the required items provided	**2** Only two of four items provided	**3** Three of four items provided	**4** All four items provided but they lack information	**5** All four items provided, thorough and professional
Educational Enhancement Opportunities 0–5 points	**0** Not included	**1** Only one item provided	**2** Two of three items provided but lack information	**3** Two of three items provided completely	**4** All three items provided but they lack information	**5** All three items provided, thorough and professional
Examples of Special Skills 0–5 points	**0** Not included	**1** Only one or two of the items provided	**2** Only three of five items provided	**3** Four of five items provided	**4** Five items provided	**5** All five items provided and relate well to job/career goals

Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

INTERVIEW						
Knowledge of Selected Job 0-10 points	**0** Little evidence of job knowledge	**1 2** Minimal evidence of job knowledge	**3 4** Some evidence of job knowledge	**5 6** Knowledge of job is evident but not in interview	**7 8** Knowledge of job is evident and shared at times in the interview	**9 10** Knowledge of job is evident and incorporated throughout the interview
Communication Skills 0-10 points	**0** Participant does not take part in interview	**1 2** Interview is brief because participant does not carry on a conversation or answer questions with detail	**3 4** Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	**5 6** Participant answers questions and relates to evaluators well	**7 8** Participant shows confidence and personality during interview. Answers questions well	**9 10** Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively
Responses to Evaluators' Questions 0-15 points	**0** Did not answer evaluators' questions	**1 2 3** Unable to answer some questions	**4 5 6** Responded to all questions, but without ease or accuracy	**7 8 9** Responded adequately to all questions	**10 11 12** Gave appropriate responses to evaluators' questions	**13 14 15** Responses to questions were appropriate and given without hesitation

Use of Portfolio During Interview 0-3 points	**0** Portfolio is not used during interview	**1** Portfolio is referenced but not used to support knowledge or skills	**2** Portfolio used minimally to support knowledge and skills	**3** Portfolio used appropriately to emphasize knowledge and skills	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing	

(continued next page)

Job Interview Rubric (continued)

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

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

STAR EVENTS — Leadership

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

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

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

COTTEY COLLEGE

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education & Training
- Human Services
- Information Technology

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.

2. Participants will have 10 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*) before the presentation begins, during participant set up time. The participant must make the *electronic portfolio* accessible to evaluators.

4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation. *Presentation equipment,* with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for the participant.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–7	*Content Divider Pages* or Sections	Use 0 to 7 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 31 8 ½" x 11" pages or 48 slides	Leadership Profile and Employability Skills Checklist	Using the "Personal Leadership Profile and Employability Skills Checklist Instructions" located on the STAR Events Resources page of the FCCLA national website, create a personal leadership profile, outlining leadership activities or experiences in the following areas: • FCCLA (national programs, competitive events, Leadership Academy, local/regional/state/national leadership roles, etc.) • School (clubs, sports, activities, etc.) • Personal/Family/*Community* (employment, clubs, organizations, etc.) Using the Employability Skills Checklist, indicate the employability skills that have been developed or improved through the leadership activity/experience identified. The leadership profile with identified skills should not exceed three 8½"x 11" pages or five slides.
	Leadership Competencies Inventory (Self) Analysis and Summary	Using the FCCLA Leadership Competencies Inventory (Self), located on the STAR Events Resources page of the National FCCLA website, participants will complete the inventory, analyze their results, and include a summary of the results. The participant may use graphs, narrative, bullet points, etc. to convey their inventory results in a way they believe is most effective. The summary should not exceed four 8½"x 11" pages or six slides.

Leadership Specifications (continued)

(continued from previous page) Up to 31 8 ½" x 11" pages or 48 slides	Leadership Competencies Inventory (Observer) Analysis and Image Awareness Summary	Using the FCCLA Leadership Competencies Inventory (Observer), located on the STAR Events Resources page of the National FCCLA website, participants will gather insight from three others who have observed their leadership skills. Of the three individuals chosen, at least one must be a teacher, adviser, or other adult; and at least one must be from another student (one who has observed the participant in a leadership role and is willing to give helpful and honest insight). Using the information gathered from the assessments, along with results from the Leadership Inventory, the student will develop an image awareness summary of their leadership strengths and areas for growth. This section should not exceed seven 8½"x 11" pages or ten slides.
	Admirable Leader Summary	Using the questions from the FCCLA Leadership Competencies Inventory (Self) as a guide, describe one significant person who has been or is a leader in the participant's life. The description should include attributes of the person which contribute to their leadership. Participants may discuss how their relationship has been meaningful in the participant's personal grown (may be leadership related or in another capacity). The Admirable Leaders Summary should not exceed one 8 ½"x11" page or two slides.
	Leadership Development Plan	Using information obtained from the FCCLA Leadership Competencies Inventory (Self), FCCLA Leadership Competencies Inventory (Observer), and Admirable Leader Summary sections, participants will use the Leadership Development Plan, located on the STAR Events Resources page of the National FCCLA website, to develop a Leadership Development Plan to address goals in areas of the participant's personal leadership abilities. Goals should be short term and can pertain to any area of the participant's leadership abilities and activities. Goals must be SMART (Specific, Measurable, Attainable, Realistic, and Time-Based). The Leadership Development Plan section of the portfolio should include the participant's personal LDP and a detailed description of the progress and experience of working on each individual goal. This section should not exceed ten 8 ½"x 11" pages or fifteen slides.
	Outside Perspective Reflection	Include two reflections from a third-party who have witnessed the participant's efforts toward working on their LDP. The participant should explain what they are trying to achieve after developing the LDP and provide insight to the third-party to aid the reflection. The reflection should briefly describe the relationship and the observed effects of the LDP. It is highly recommended that these reflections come from two of the individuals who completed the FCCLA Leadership Competencies Inventory (Observer) insight that contributed to the Self Awareness section. Each Outside Perspective Reflection should include the third-party's name and relationship. This section should not exceed two 8 ½"x11" pages or four slides.
	Leadership Reflection	Include a summary reflection of the overall experience of developing leadership. This reflection should include a discussion of the impact of working toward goals on personal leadership effectiveness, what was learned, how he/she utilized and built upon leadership strengths and improved his/her weaknesses, what he/she will take from the experience for the future, their plan for future actions/development, and any other thoughts about leadership. This section should not exceed four 8 ½"x11" pages or six slides.
	Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

Leadership Specifications (continued)

Oral Presentation

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

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

STAR Events Point Summary Form
LEADERSHIP

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 or 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 42 single-sided pages or 60 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 content divider pages or slides • Up to 31 content pages or 48 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
	= **AVERAGE EVALUATOR SCORE**	(Average Evaluator Score plus Room Consultant Total)	
_____	*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*		_ _ . _ _

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

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

LEADERSHIP
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

Leadership Rubric (continued)

Points

Leadership Reflection 0-10 points	0 Not included	1 2 Reflection is included	3 4 Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	5 6 Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership	7 8 Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written	9 10 Reflection shows significant thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written and effectively communicates information	

Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	

Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	0 No evidence of relationship between career and FCS	1 Minimal evidence of career knowledge and FCS coursework relationship	2 Some knowledge of relationship of career and FCS coursework	3 Knowledge of career and FCS coursework but not shared	4 Knowledge of career and relationship to FCS is evident and shared	5 Knowledge of career and FCS relationship is evident and explained well	

Knowledge of Subject Matter 0-5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of subject matter is evident but not effectively used in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	

Use of Portfolio and Visuals during Presentation 0-4 points	0 Portfolio and visuals not used during presentation	1 Portfolio and visuals used to limit amount of speaking time	2 Portfolio and visuals used minimally during presentation	3 Portfolio and visuals incorporated throughout presentation	4 Portfolio and visuals used effectively throughout presentation	

Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing	

Body Language/ Clothing Choice 0-3 points	0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate	3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	

Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors	

Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluation Initial _____

Room Consultant Initial _____

To obtain the documents needed to complete this event, go to the STAR Events Resources page on the National FCCLA website.

For the Leadership STAR Event, participants will need the following online resources:

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

Life Event Planning

Life Event Planning is an *individual* or *team event* that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the financial costs of an upcoming event. An upcoming event is defined as a planned event that is taking place during the 2018, 2019 or 2020 calendar years. Wedding planning is not an appropriate event topic unless the student or family member is engaged with a wedding date in 2018, 2019, or 2020. "Dream events" with no timeline are not allowed.

Examples of events include, but are not limited to:

- preparing to move into a dormitory room
- hosting a party or celebration
- operating a vehicle for one month
- taking a school or personal trip
- hosting a *family* reunion
- paying initial costs of a new job
- managing personal costs of attending the prom
- paying school expenses for one grade level.

Planning events for the FCCLA chapter, school, or other organizations are not appropriate for this event. Participants select an upcoming event in their lives, determine the amount they can budget for the event, and prepare in advance an event *portfolio*. At the event site, participants present the *portfolio* to the evaluators.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Business Management & Administration
- Finance
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated time for participation.
2. The participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*) during setup. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up to 10** minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

(continued next page)

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants must have completed a course or a unit in consumer management or financial education in a Family and Consumer Sciences program or must have completed a unit of the FCCLA Financial Fitness national program.

3. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space is not available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 32 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to the evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., *equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 43 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–4	*Content Divider Pages* or Sections	Use 0 to 4 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 24 8 ½" x 11" pages or 34 slides	Profile of Event	Up to three pages, or five slides containing a profile of the selected upcoming event; must include type of event (see examples in event description), date of event, a description of the role of needs and wants in the situation, a goal statement(s) for the project, a description of the role of values and/or priorities in the situation, and a summary of challenges involved in developing a workable financial plan.
	Comparison Shopping	Up to twelve pages, or seventeen slides must include evidence of comparison shopping for five goods and/or services. Identify function and priority of each good/service as needed for successful completion of event. More than 5 may be identified. For each good and/or service, provide 2 or more sources, costs, and features. Develop your own format; *graphics* may be used.
	Event Plan	Up to five pages, or seven slides using the chart format provided (see sample); must include sources and amount of income budgeted, a list of all products/services to be acquired, sources selected, key features considered, quantities, unit costs, and total costs. *Graphics* may be used.
	Resources Summary	Up to four pages, or five slides must include list of at least six *resources*, both human and nonhuman, used to complete the project, including sources of product/service information and sources of advice; use the template as provided.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Life Event Planning Specifications (continued)

Oral Presentation

The oral presentation **may be up to 10** minutes in length and is delivered to evaluators. The presentation is to describe research and planning efforts in detail. The *portfolio* will be used by the participant during the oral presentation. Participants may use *visuals* including posters, charts, slides, presentation software, and *audiovisual equipment*. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate knowledge of planning, budgeting, and managing costs of an event.
Explanation of Financial Situation	Clearly and thoroughly explain the role of needs, wants, goals, values, priorities, and challenges in the financial situation.
Explanation of Decisions Involved in Financial Plan	Explain a minimum of three decisions that were involved in the financial plan.
Summary	Summarize ways in which planning a financial situation was helpful.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, volume, and tempo.
Body Language/ Clothing Choice	Use appropriate body language. Wear appropriate clothing for the nature of the presentation including gestures, posture, mannerisms, eye contact.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and proper pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Sample Excerpt: Event Plan

Name of Member _____ Date _____

Title of Project ___ **"Happy Birthday, Sis"** _____

Goal __ **To host a surprise birthday party for my sister and pay all costs myself** _____

INCOME		EXPENDITURES						
Source	**Amount of Income**	**Product**	**Service**	**Source**	**Key Features**	**Quantity**	**Cost**	**Total Cost**
Income, part-time job	**$225**	**NA**	**Rent Clubhouse**	**Local Civic-Clubhouse**	Low Cost, safe neighborhood, space to dance	**1 day and night**	**$75–25** (deposit returned)	**$50**
Savings	**$200**	**Vegetable Tray/Dip**	**NA**	**Neighborhood Deli**	**Low cost, tasty, healthy**	**1 to feed 50 people**	**$35**	**$35**

REMINDER: *An upcoming event is defined as a planned event that is taking place during the 2018, 2019 or 2020 calendar years. Wedding planning is not an appropriate event topic unless the student or family member is engaged with a wedding date in 2018, 2019, or 2020. "Dream events" with no timeline are not allowed. Planning events for the FCCLA chapter, school, or other organizations are not appropriate for this event. See full event description.*

STAR Events Point Summary Form
LIFE EVENT PLANNING

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 32 single-sided pages or 43 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • 1 Project Summary Submission Proof • Up to 4 content divider pages or slides • Up to 24 content pages or 34 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= **AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

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

LIFE EVENT PLANNING
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO						Points
FCCLA **Planning Process Summary Page** 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Profile of Event *Role of needs/wants* 0-3 points	**0** Not included		**1** Explanation unclear		**2** Explained partially	**3** Explained thoroughly	
Profile of Event *Goal statement(s)* 0-2 points	**0** Goal(s) of project not stated		**1** Goal(s) of project stated		**2** Goal(s) of project stated and is measurable, specific, and appropriate for the project		
Profile of Event *Role of values and/or priorities* 0-2 points	**0** Role of values/priorities not stated		**1** Role of values/priorities stated, but unclear		**2** Role of values/priorities stated clearly and thoroughly		
Profile of Event *Description of financial challenges* 0-3 points	**0** Financial challenges were not described		**1** Challenges(s) described partially, but unclear		**2** Challenges partially described	**3** Challenges described clearly and thoroughly	
Comparison Shopping *Format* 0-3 points	**0** Disorganized, lacks consistent format		**1** Format difficult to interpret		**2** Format understandable, but could be organized more effectively	**3** Format clear and effective	
Comparison Shopping *Goods and services identified* 0-3 points	**0** No sources stated for goods/services		**1** 1 or 2 goods/services identified		**2** 3 or 4 goods/services identified	**3** 5 or more goods/services identified	
Comparison Shopping *Sources, costs and features* 0-3 points	**0** Not provided		**1** Incomplete information or provided for less than 5 goods/services		**2** 2 or more sources, costs and features are listed for each of the 5 goods/services	**3** 2 or more sources, costs and features are for each of the 5 goods/services. Thorough information is provided for each	
Comparison Shopping *Quantities of goods and services* 0-3 points	**0** No quantities shown		**1** Quantities shown for up to 1/3 of items		**2** Quantities shown for up to 2/3 of items	**3** Quantities shown for all items	
Event Plan *List of products/services* 0-3 points	**0** Most needed products/services omitted		**1** Many needed products/services omitted		**2** Most needed products/services listed	**3** All needed products/services listed	
Event Plan *Quantities and costs* 0-3 points	**0** Quantities and costs not shown		**1** Shown for up to 1/3 items		**2** Shown for up to 2/3 items	**3** Shown for more than 2/3 of all items	
Resources Summary *Variety of resources* 0-3 points	**0** Only one type of resource, no variety		**1** 2-3 types of resources, minimal variety		**2** 4-5 types of resources, some variety	**3** 6 or more types of resources	
Resources Summary *Format used* 0-2 points	**0** Disorganized, lacks consistent format		**1** Format difficult to interpret		**2** Format clear and effective		
Resources Summary *Summary of learnings* 0-3 points	**0** No paragraph of learnings		**1** Summary of learnings unclear		**2** Only partially explained	**3** Explained clearly and thoroughly	
Appearance 0-3 points	**0** Portfolio is illegible and unorganized		**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Life Event Planning Rubric (continued)

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	

	0	1	2	3	4	
Explained Financial Situation *Needs and wants, goal(s), values and priorities, financial challenges* 0-4 points	None of the four elements are explained, either partially or in full	1-2 elements explained, either partially or full	3 elements explained, either partially or full	4 elements explained, but one or more is incomplete	4 elements explained clearly and thoroughly	

	0	1	2	3	4	5	
Explained Decisions Involved in Developing Financial Plan for Event 0-5 points	Did not mention/explain any decisions	Mentioned one decision, did not explain	Mentioned two decisions, did not explain	Explained one decision	Explained two decisions	Explained three or more decisions	

	0	1	2	3	
Summary of Ways in Which Financial Planning was Helpful 0-3 points	No summary given	Summary was ineffective	Somewhat effective summary	Highly effective summary	

	0	1	2	3	4	5	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	

	0	1	2	3	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	

	0	1	2	3	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL [ ]

(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

LIFE EVENT PLANNING
Event Plan

Name of Member _____ Date _____

Title of Project _____ Goal _____

INCOME		EXPENDITURES						
Source	Amount of Income	Product	Service	Source	Key Features	Quantity	Unit Cost	Total Cost

Total Amount Budgeted _____   Total to be Spent _____

Note: Use up to 5 Event Plan pages to include all elements needed for the selected project. Enter the total amount budgeted and the total to be spent only on the last page of the Event Plan.

LIFE EVENT PLANNING
Resources Summary Template

A minimum of six (6) resources should be used to complete the project. The Resources Summary should follow this format and should not exceed 4 pages or 6 slides, and be placed in the portfolio.

Summary of Learning (what did you learn about the use of resources while completing your project?):

TYPE OF RESOURCE	PRODUCT OR SERVICE DESCRIPTION	SOURCE CONTACT INFORMATION	ADDITIONAL NOTES
☐Human ☐Nonhuman			
☐Human ☐Nonhuman			
☐Human ☐Nonhuman			
☐Human ☐Nonhuman			
☐Human ☐Nonhuman			
☐Human ☐Nonhuman			

National Programs in Action

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

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.

3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

4. 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.

5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

6. Following the presentation, evaluators will have 5 minutes to interview the participant(s).

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Choose one of the FCCLA national programs from page 93.

3. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.

4. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	Table	Not provided	5 minutes	5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	25 minutes

PRESENTATION ELEMENTS ALLOWED

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

NATIONAL PROGRAMS IN ACTION
Specifications

File Folder

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

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

Oral Presentation

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

Identify Concerns: Relationship to National Program	Explain local concerns and how the *national program* addresses the concerns.
Identify Concerns: Knowledge of the National Program	Review *national program* selected, its components, and its goals.
Set a Goal: Structure	State what you want to accomplish in concrete and measurable terms.
Set a Goal: Appropriate Goal	Express how goal relates to *national program* concerns and to the size and demographic nature of chapter and *community* to which members belong.
Form a Plan: Organization	Present plan in the chronological sequence in which it was accomplished.
Form a Plan: Logistics and Timeline	Determine who, what, when, where, and how; list abilities, skills, and knowledge required; list available *resources*; identify possible barriers; include ways to recognize accomplishments.
Act: Action Taken on Plan	Explain how plan was carried out. Show specific steps used to complete project.
Act: Use of *Resources* and Partners	Identify attempts to develop relationships with partners and *resources* that enhance the project.
Follow Up: Publicity and Recognition	Share methods of publicizing project efforts and recognizing participants.
Follow Up: Evaluation	Present methods of evaluating project. Include successes and areas of possible improvement.
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of mastery of project area *content* by using *current* data to support and describe the project and explaining research conducted.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project *content* to Family and Consumer Sciences coursework.
Use of *Visuals* during Presentation	Use *visuals* to accentuate the oral presentation.

National Programs in Action Specifications (continued)

Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* and notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Response to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.

STAR Events Point Summary Form
NATIONAL PROGRAMS IN ACTION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**		Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	
File Folder 0–4 points	**0** No File Folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and sufficient evaluators material - Project ID Page - Planning Process Summary - Project Summary Submission Proof	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= AVERAGE EVALUATOR SCORE *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

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

NATIONAL PROGRAMS IN ACTION
Rubric

Name of Participant _____

Chapter_____   State_____   Team #_____   Station #_____   Category_____

National Program (check one):

☐ Career Connection   ☐ Community Service

☐ FACTS (Families Acting for Community Traffic Safety)   ☐ Families First

☐ Financial Fitness   ☐ Power of One

☐ STOP the Violence   ☐ Student Body

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

National Programs in Action Rubric (continued)

Points

	0	1	2	3	4	5
Act: **Use of Resources and Partners** 0–5 points	No evidence of partnerships or resources	Limited evidence of partnerships and resources	Evidence of partnerships and resources exploration, but no action to develop relationships was taken	Evidence of search for partners and resources with appropriate action to begin relationships	The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	
Follow Up: **Publicity & Recognition** 0–5 points	There are no publicity or recognition strategies	Publicity and recognition are acknowledged, but not an intentional component	Publicity and recognition strategies are limited in use	Publicity is utilized at many steps of the action plan, recognition is evident	Publicity is utilized throughout the action plan, recognition is evident and appropriate	Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
Follow Up: **Evaluation** 0–5 points	Evaluation methods are not evident in the plans	Evaluation methods are mentioned	Evaluation methods are included in the plans and results	Evaluation methods are evident, but their purpose and outcomes are insufficient	Evaluation methods are evident, purposefully used and broad outcomes are listed	Evaluation methods are evident, purposefully used, and measurable outcomes listed	

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not effectively used in presentation	Knowledge of subject matter is evident and shared at times in the presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Relationship to Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well	

	0	1 2	3	4	5	6
Use of Visuals during Presentation 0-6 points	Visuals not used during presentation	Visuals used to limit amount of speaking time	Visuals used minimally during presentation	Visuals incorporated throughout presentation	Visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation and visuals	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

2018-2019 COMPETITIVE EVENTS GUIDE ■ ©Family, Career and Community Leaders of America, Inc. ■ www.fcclainc.org **283**

Nutrition and Wellness

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

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Arts, A/V Technology & Communications
- Education & Training
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Science, Technology, Engineering & Mathematics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.

2. Participant will have 10 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)* before the presentation begins, during participant set up time. The participant must make the *electronic portfolio* available to evaluators.

4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. *Presentation equipment,* with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview the participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.

GENERAL INFORMATION								
Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Visuals, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

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

NUTRITION AND WELLNESS
Specifications

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *portfolio* in the order in which the parts appear.
1-8 ½" x 11" page or 2 slides	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the portfolio.
0–9	*Content Divider Pages* or Sections	Use 0 to 9 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 35 8 ½" x 11" pages or 45 slides	Subject Profile	The participant will detail the subject of their project including past and *current* nutrition and wellness information. Participants in each category should develop projects under the following subjects: **Junior** • self: the project should concern the individual participant's own nutrition and wellness **Senior and Occupational** *(choose one of the following two options)* • family: the project should concern the individual participant's family's nutrition and wellness (for the purpose of this project, the participant should include all members of their immediate family or specifically those living in one residence together) • *community*: the project should be based on an institution or *campaign* in the participant's *community* (e.g. school, nursing home, early childhood center, specific restaurant, etc.)
	Nutrition and Wellness Research	The participant will research recommendations for nutrition and wellness using, but` not limited to the *resources* listed in event specifications. Participants should determine at least three key nutrition issues and three key wellness issues which relate to their project area, then elaborate on *current* information about each item. Research should be summarized in no more than two 8 ½" x 11 pages or three slides.

(continued next page)

Nutrition and Wellness Specifications (continued)

Up to 35 pages or 45 slides *(continued)*	Nutrition and Wellness Tracking	The participant will track *current* nutritional intake and wellness activity for the project's subject(s) for one week (seven consecutive days). Tracking may be done using a website or app of the participant's choosing. The participant should summarize the week's tracking of the project's subject(s) for the *portfolio*.
	Nutrition and Wellness Concerns	The participant should outline the concerns of the project's subject(s) and develop goals for improving the nutrition and wellness plan of the subject(s) This includes health concerns, personal goals of the individual(s), etc.
	Nutrition and Wellness Goals	The participant will develop three to five goals for the project and steps that should be taken to reach the goals. *** Please note: If health concerns are involved, the participant should seek the assistance of a trained *professional* (doctor, dietitian, personal trainer, etc.). Participants should not consider themselves experts in nutrition and wellness.**
	Nutrition Plan	The participant will develop one recommended nutrition plan that includes four weeks' worth of menus that meet the nutritional needs of the project's subject (individual, family, or *community*) in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual (Junior), consumed by the family with recommendations for meals not eaten together, or served by the institution with general recommendations for other meals eaten by those individuals involved. The nutrition plan should be realistic in regards to the schedule of the subject(s).
	Wellness Plan	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject(s). This should be a four-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).
	Implementation & Reflection	The participant should discuss the nutrition and wellness plan with the subject (Junior reflects on it personally, Senior and Occupational with the family or the individual(s) in charge of nutrition and wellness). Junior participants should try to implement their plan and reflect on the process and results of doing so. Senior and Occupational participants should work with their family or the *community* to 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, the participant should reflect on what differences were seen in those who took part.
	Works Cited/ *Bibliography*	Use MLA or APA citation style to cite all references. Resources should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Nutrition and Wellness Specifications (continued)

Oral Presentation

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

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to Family and Consumer Sciences Coursework and/or Related Careers	Describe relationship of project *content* to Family and Consumer Sciences and related careers.
Knowledge of Nutrition and Wellness	Demonstrate thorough knowledge of nutrition and wellness and ability to apply knowledge to real-life situations.
Use of *Portfolio* and *Visuals* During Presentation	Use the *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the event.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Resources

- www.choosemyplate.gov
- www.fueluptoplay60.com
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org/
- www.niddk.nih.gov/health-information/weight-management/body-weight-planner

STAR Events Point Summary Form
NUTRITION AND WELLNESS

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 9 content divider pages or slides • Up to 35 content pages or 45 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= **AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

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

NUTRITION AND WELLNESS
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	**0** Not provided	**1 2** Profile is included but vaguely referred to	**3 4** Profile has some evidence of self-assessment	**5 6** Explained somewhat, but not documented sources of profile	**7 8** Documented resources used for profile	**9 10** Documented resources used, described role of profile in project	
Evidence of Research - Nutrition and Wellness 0–10 points	**0** Not explained	**1 2** Some research done but incomplete information, does not address both nutrition and wellness issues	**3 4** Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic	**5 6** Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic	**7 8** Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic	**9 10** Research for 3 nutrition and 3 wellness issues is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0–3 points	**0** No subjects listed	**1** Incomplete list of subjects and not current or appropriate for project		**2** Complete list of subjects but incorrect style		**3** Complete list of subjects, appropriate resources, in a consistent format	
Nutrition and Wellness Concerns 0–3 points	**0** No concerns provided	**1** Concern questions are addressed		**2** All questions are answered and participant shows some reflection on their concerns and ways to improve if necessary		**3** All questions are answered thoroughly and participant shows significant reflection on concerns and ways to improve if necessary	
Nutrition and Wellness Goals 0–5 points	**0** No goals stated	**1** 1-3 goals are stated, but are not appropriate	**2** 3-5 appropriate goals are stated	**3** 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	**4** 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	**5** 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
Nutrition Plan 0–4 points	**0** Not provided		**1 2** Plan is included		**3 4** Profile is included and complete		
Wellness Plan 0–3 points	**0** No plan provided	**1** Plan provided with no value or variety in experiences		**2** Adequate plan provided with good variety and value of experiences		**3** Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood	
Implementation and Reflection 0–5 points	**0** No activity included	**1** Activities poorly documented, reflection provided	**2** Activities are adequately documented	**3** Activities are adequately documented and partial reflection on results	**4** Activities are adequately documented and reflection provided	**5** Activities are effectively documented, reflection provided and recommendation for change included	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling		**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Nutrition and Wellness Rubric (continued)

Points

ORAL PRESENTATION							
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	**0** No evidence of relationship between career and FCS	**1** Minimal evidence of career knowledge and FCS coursework relationship	**2** Some knowledge of relationship of career and FCS coursework	**3** Knowledge of career and FCS coursework but not shared	**4** Knowledge of career and relationship to FCS is evident and shared	**5** Knowledge of career and FCS relationship is evident and explained well	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	**0** Portfolio and visuals not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio and visuals	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively		**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing		**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Parliamentary Procedure

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

Parliamentary Procedure is sponsored in part by National Association of Parliamentarians

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Business Management & Administration
- Government & Public Administration
- Law, Public Safety, Corrections & Security

PROCEDURES & TIME REQUIREMENTS

1. All National Leadership Conference participants will take the Parliamentary Procedure Knowledge Test during the online testing window, May 6-22, 2019, following the online testing specifications. Participants will have 30 minutes to complete the test. Tests will be evaluated and the results will be factored into the *team's* final score.

2. At the designated time, participants will report to the planning room where they will be given one copy of each of the following: a skeleton agenda, minutes from a previous meeting, treasurer's report, two topics of new business, and a copy of *Robert's Rules of Order Newly Revised 11th Edition.* Possible topics of new business include, but are not limited to, the following: plans to increase chapter membership, fundraising ideas for local chapter, public relations or promotional projects, *community* service projects, and participation in FCCLA *national programs*.

3. Participants will have 15 minutes to prepare for the meeting. (Planning may only happen during this 15-minute time frame.)

4. 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.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Team of 4 to 8 members	Online Test; bring gavel, blank paper, and pencils	Table, planning packet, Roberts' Rules Book	Not provided	15 minutes prep time		20 minutes	15 minutes	50 minutes

PRESENTATION ELEMENTS ALLOWED

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

5. Following adjournment of the meeting, the secretary will turn in the secretary's record.

6. Evaluators will have up to 15 minutes to provide feedback, discuss, complete the rubric and write comments for participants.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 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 Portal, and provide proof of submission at the assigned participation time.

4. A table and eight chairs, as well as the planning packet consisting of agenda, secretary's record/minutes, blank secretary's record, treasurer's report, two

topics of new business, and a copy of ***Robert's Rules of Order, Newly Revised, 11th Edition,*** will be provided. Participants must bring a gavel, blank paper, and pencils for taking notes.

5. The *team* enters the demonstration room and is seated. Tables and chairs may not be moved.

6. Prepared scripts are not allowed. Participants will be allowed to use notes that were prepared during the planning time and that pertain to information received during planning time. Acceptable notes include committee reports and main motions. Notes regarding incidental and subsidiary motions are not allowed. All planning materials and notes will be collected at the end of the event.

7. Use of computers is not allowed in any phase of this competition.

8. Participants may wear watches, but no cell phones or timers may be used.

9. ***Robert's Rules of Order Newly Revised 11th Edition*** will be used as the authority for this event.

Diagram:
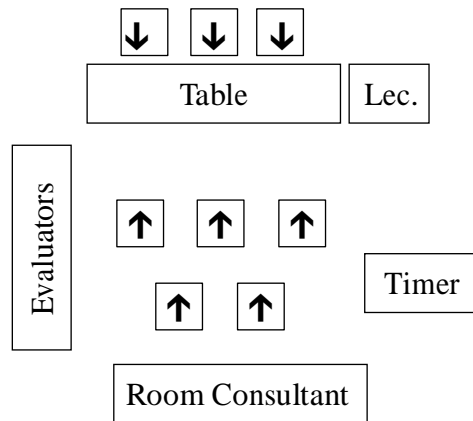
Lec.—Lectern (Freestanding or Tabletop)

↑ Chair for participant

PARLIAMENTARY PROCEDURE
Specifications

Knowledge Test

During the online testing window, all participants will have 30 minutes to take a test derived from questions and answers submitted by the National Association of Parliamentarians. The test scores of all participants on a team will be averaged to determine a team test score. This average will be worth 20% of the team's final score.

Demonstrated Meeting

The demonstrated meeting **may be up to** 20 minutes in length and is presented to evaluators. The demonstrated meeting should show the participants' knowledge of parliamentary law and their ability to perform designated skills and should follow the agenda given during the preparation time.

Proper Use of Parliamentary Law	Use parliamentary law according to ***Robert's Rules of Order Newly Revised 11th Edition.***
Proper Recognition of Chair and All Members	Use proper procedure when addressing chair or members.
Coverage of Agenda	Address all agenda items properly. Items on agenda should include FCCLA opening ceremony, call to order, previous meeting minutes, treasurer's report, committee report(s), unfinished business, new business, FCCLA closing ceremony, and adjournment.
Main Motion	Demonstrate each ability correctly, in a proper sequence, and at an appropriate time during the meeting. NOTE: To receive credit for demonstrating each ability correctly, amendments may apply to one or more motions.
Amend a Motion	
Point of Order or Parliamentary Inquiry	
Division of the Assembly or Division of the Question	
Previous Question	
Request for Information	
Postpone to a Certain Time	
Refer to a Committee	
Lay on the Table	
Question of Privilege or Recess	
Demonstration Time and Quality	Conduct an overall high-quality demonstration which lasts an appropriate amount of time required for *content*, debate, and involvement.
Clarity of Expression and Voice	State ideas and comments completely; use appropriate grammar, pronunciation, pitch, tempo, and volume. Discussion should flow naturally from one item on agenda to the next.
Poise	*Team* conducts itself in appropriate, *professional,* and poised manner.
Impartiality of Presiding Officer	Presiding officer uses entire *team* and their ideas.
Team Participation	Active participation by all members during opening and closing ceremonies and discussion (except the secretary).
Debate Includes FCCLA	Conduct meeting with accurate use of FCCLA Purposes, Mission, and facts throughout debate.

Secretary's Record

Secretary's record of the demonstrated meeting will be taken by the secretary during the meeting on the provided form. The record, upon completion, will be presented to the evaluators immediately following adjournment of the meeting. The secretary's record may not be rewritten after the meeting; it will not be evaluated as final minutes. The record will be evaluated for coverage of all meeting activities.

PARLIAMENTARY PROCEDURE

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do NOT change team or station numbers.

2. Before the presentation begins, room consultants should fill out the form below to calculate the registration points and average team test score.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Proof of Online Project Summary Form 0-1 point	**0** Not provided to Room Consultant at Orientation	**1** Provided to Room Consultant at Orientation	
Test Scores 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:** (20 points possible)	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(26 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(74 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	**= AVERAGE EVALUATOR SCORE** *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1_____   Evaluator 2_____   Evaluator 3_____   Adult Room Consultant_____   Event Lead Consultant__ _____

PARLIAMENTARY PROCEDURE
Rubric

Name of Participant _____

Chapter_____   State_____   Team #_____   Station #_____   Category_____

DEMONSTRATED MEETING					
Proper Use of Parliamentary Law 0–5 points	**0** Team did not demonstrate any Parliamentary Law according to *Robert's Rules of Order Newly Revised 11th edition*	**1–2** Team lacked basic understanding of parliamentary law according to *Robert's Rules of Order Newly Revised 11th Edition*	**3–4** Team incorrectly carried out parliamentary procedures twice according to *Robert's Rules of Order Newly Revised 11th Edition*	**5** Team carried out all procedures correctly according to *Robert's Rules of Order Newly Revised 11th Edition*	
Proper Recognition of Chair and All Members **0**–3 points	**0** Members were never recognized by chair before speaking	**1** Proper recognition of the chair and members were met some of the time	**2** Proper recognition of the chair and members were met most of the time	**3** Chair and members were recognized properly at all times	
Coverage of Agenda 0–3 points	**0** Team did not follow agenda	**1** Team did not address all agenda items	**2** Team addressed all agenda items, but some were not done properly	**3** Team addressed all agenda items properly	
Main Motion 0–3 points	**0** Team did not demonstrate a main motion	**1** Team incorrectly attempted a main motion	**2** Team stated a main motion without properly carrying it out	**3** Team correctly demonstrated a main motion	
Amend a Motion 0–3 points	**0** Team did not demonstrate amending a motion	**1** Team did not complete the amendment of a motion	**2** Team completed the amendment of a motion, but did so incorrectly	**3** Team correctly amended a motion	
Point of Order or Parliamentary Inquiry 0–3 points	**0** Team did not demonstrate a point of order or parliamentary inquiry	**1** Team did not complete point of order or parliamentary inquiry	**2** Team completed point of order or parliamentary inquiry, but did so incorrectly	**3** Team correctly demonstrated a point of order or parliamentary inquiry	
Division of the Assembly or Division of the Question 0–3 points	**0** Team did not demonstrate division of the assembly or division of the question	**1** Team did not complete division of the assembly or division of the question	**2** Team completed division of the assembly or division of the question, but did so incorrectly	**3** Team correctly demonstrated division of the assembly or division of the question	
Previous Question 0–3 points	**0** Team did not demonstrate previous question	**1** Team did not complete previous question	**2** Team completed previous question, but did so incorrectly	**3** Team correctly demonstrated previous question	
Request for Information 0–3 points	**0** Team did not demonstrate request for information	**1** Team did not complete request for information	**2** Team completed request for information, but did so incorrectly	**3** Team correctly demonstrated request for information	
Postpone to a Certain Time 0–3 points	**0** Team did not demonstrate postpone to a certain time	**1** Team did not complete postpone to a certain time	**2** Team completed postpone to a certain time, but did so incorrectly	**3** Team correctly demonstrated postpone to a certain time	
Refer to a Committee 0–3 points	**0** Team did not demonstrate refer to a committee	**1** Team did not complete refer to a committee	**2** Team completed refer to a committee, but did so incorrectly	**3** Team correctly demonstrated refer to committee	
Lay on the Table 0–3 points	**0** Team did not demonstrate lay on the table	**1** Team did not complete lay on the table	**2** Team completed lay on the table, but did so incorrectly	**3** Team correctly demonstrated lay on the table	

Parliamentary Procedure Rubric (continued)

<div align="right">Points</div>

	0	1	2	3	
Question of Privilege or Recess 0-3 points	Team did not demonstrate question of privilege or recess	Team did not complete question of privilege or recess	Team completed question of privilege or recess, but did so incompletely	Team correctly demonstrated question of privilege or recess	

	0-1		2		3	
Demonstration Time 0-3 points	10 minutes or less		10 – 15 minutes		15 – 20 minutes	

	0 1 2 3 4 5	6 7 8 9 10	11 12 13 14 15	
Quality of Demonstration Discussion 0-15 points	Limited quality discussion and involvement of members	Quality of discussion and appropriate member involvement	Quality of discussion, diversity of viewpoints and appropriate involvement	

	0	1	2	3	
Clarity of Expression and Voice 0-3 points	Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	Few team members use clear speech or voice projection, or pronunciation or proper grammar	Most team members use clear speech or voice projection, or pronunciation or proper grammar	Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar	
Poise 0-3 points	Expressionless, no hand gestures, sways, no eye contact	Few team members use appropriate expression or hand gestures or posture or eye contact	Most team members use appropriate expression or hand gestures or posture or eye contact	Good expression, appropriate hand gestures, good posture, good eye contact	
Impartiality of Presiding Officer 0-3 points	Did not call on all members, states own opinion	The presiding officer rarely calls on all members and/or rules fairly on motions	The presiding officer usually calls on all members and/or rules fairly on motions	The presiding officer always calls on all members and/or rules fairly on motions	
Team Participation 0-3 points	Clearly there is no team participation	The meeting participation relies primarily on one or two members	Most team members are actively involved in the meeting	All team members were actively involved in carrying out the meeting	

	0		1	
Debate includes FCCLA Purposes 0-1 point	Team did not include FCCLA Purposes, Mission or facts		Team used FCCLA Purposes, Mission or facts in a majority of debate	

SECRETARY'S RECORD

	0	1	2	
Secretary's Record 0-2 points	Most information is missing and agenda items were not recorded	Unorganized and some agenda items not recorded	Organized and contain all required agenda items	

Evaluator's Comments:

<div align="right">Points</div>

TOTAL

(74 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education."

Officers:

"Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation."

Members:

"As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service."

President:

"This meeting of the_____Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."

BRIEF FCCLA OPENING CEREMONY
The following is a short alternative opening ceremony.

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, "We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This meeting of the_____Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated."

FCCLA Closing Ceremony

President:

"Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed."

Members:

(Repeat Creed)

CREED

We are the Family, Career and Community Leaders of America®.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious
values. For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is good and
fair, Homes where truth and love and security and faith will be realities, not
dreams.

We are the Family, Career and Community Leaders of America®.
We face the future with warm courage and high hope.

President:

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

BRIEF FCCLA CLOSING CEREMONY
The following is a short alternative closing ceremony.

President:

"Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and career and technical education. This meeting of Family, Career and Community Leaders of America® is now adjourned." (Raps gavel.)

FCCLA Secretary's Record

Chapter Name _____ Presiding Officer _____

# of members present _____ Date _____ Time _____ Place _____

Opening Ceremony ❑ YES ❑ NO   Quorum present ❑ YES ❑ NO

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

Corrections ❑ YES ❑ NO   Notes: _____

Treasurer's Report ❑ YES ❑ NO   Attached ❑   Filed for audit ❑

Balance on hand _____

REPORTS, MOTIONS, ETC.	Motion by	Second	Results, Actions
Committee Report			
Written reports attached ❑			
Unfinished Business			
New Business			

Meeting adjourned at _____ Submitted by _____

Closing Ceremony ❑ YES ❑ NO   Position held _____

Promote and Publicize FCCLA!

Promote and Publicize FCCLA! is an *individual* or *team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. Participants must prepare an oral presentation and *portfolio*.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

■ Arts, A/V Technology & Communications
■ Marketing

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time.
2. Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins.
4. 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.
5. If audio or audiovisual recordings are used, they are limited to a 5-minute playing time during the presentation. *Presentation equipment,* without audio, may be used during the entire presentation.
6. Following the presentation, evaluators will have 5 minutes to interview participant(s).
7. Participants will then be given 10 minutes to complete the writing sample portion of the event.
8. 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.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	Portfolio, Oral Presentation	Table	Not provided	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation.

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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 💻	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–7	*Content Divider Pages* or Sections	Use 0 to 7 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 25 8 ½" x 11" pages or 35 slides	Evidence of Research	Document background research and *current* data supporting project concern. Examples of research include chapter history, school/student trends, *community* knowledge of FCCLA or Family and Consumer Sciences, etc. Cite all *resources* appropriately.
	Promotion Plan Description	A planned, cohesive promotion and publicity *campaign* with published goals and objectives for marketing and public relations efforts. Specify *current* year plans and a timetable for implementation. Examples of promotion efforts include a new member packet, website, bulletins, online and paper brochures, letters to chapter members, school officials, and *community* members, handouts for FCCLA chapter events, and public relations aimed at other *professional* organizations. Ideally, the results should be measurable, such as an increase in membership, increase in awareness of FCCLA, or greater motivation of its target *audience*.
	Evidence of *Campaign*	Publicity about chapter events and individual chapter achievers that appears in appropriate promotional material, i.e. news articles.
	Evidence of *Technology* Used	Use *technology* to develop promotional materials that raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA, chapter activities, and Family and Consumer Sciences education. Examples of *technology* include, but are not limited to: computer applications, audio or video production, multimedia, CDs, slides, and photography. Hard copies/pictures must be included in *portfolio*.

Promote and Publicize FCCLA! Specifications (continued)

Up to 25 pages or 35 slides *(continued)*	Evidence of Public Awareness and Promotion	Evidence of a successful promotion plan could include an appropriate increase in chapter membership, increase in chapter event participation, an increase in interest about FCCLA and what it is all about, an increase in support from the school and/or *community*, or development of partnerships with *community resources*.
	Relationship to Family and Consumer Sciences	Describe relationship of project *content* to Family and Consumer Sciences and/or related occupations.
	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
	Appearance	*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to a 5-minute playing time during the presentation in addition to the speaking time. *Presentation equipment,* with no audio, may be used throughout the oral presentation. Participants may use any combination of *props,* materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Subject Matter	Show evidence of *current* data and knowledge of trends in *technology* and its application to Family and Consumer Sciences-related concerns.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Writing Sample

The participant(s) will be given 10 minutes to develop an outline of the assigned writing sample to demonstrate their knowledge of skills needed in the communications field. The same writing sample and corresponding information will be assigned to all participants within the same category and will be evaluated for the inclusion of correct parts and professionalism. Writing samples may include, but are not limited to media releases, public service announcements (PSA), media advisory, an in-school or *community* flyer, and preparing a photograph for publication.

Resources

■ FCCLA Branding and Promotion Guide

STAR Events Point Summary Form
PROMOTE AND PUBLICIZE FCCLA!

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' portfolio using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1 2 3** **2 or more errors 1 error no errors** Portfolio contains no more than 36 single-sided pages or 47 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 content divider pages or slides • Up to 25 content pages or 35 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

PROMOTE AND PUBLICIZE FCCLA!
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

	0	1	2	3	4	
Evidence of Research 0-4 points	Not explained	Some research done but incomplete information	Research is current but from unreliable sources	Research is current, appropriate for topic, from reliable sources	Research is current, documented correctly, and appropriate for topic	

	0	1 2	3 4	5 6	7 8	9 10	
Promotion Plan Description 0-10 points	Not evident	The promotion plan has ideas for a few projects and events	The promotion plan includes ideas for several projects and events	Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	Promotion plan has goals, objectives, and ideas for various projects and events throughout the year. The plan includes detailed descriptions and is professional in grammar and organization	Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools	
Evidence of Campaign 0–10 points	No evidence provided	Portfolio contains very limited sample of the materials produced for the publicity campaign	Portfolio contains some of the materials produced for the campaign	Portfolio contains most of the materials produced for the campaign	Portfolio contains samples of all materials produced for the publicity campaign	There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality	

	0	1	2	3	
Evidence of Technology Used 0–3 points	No technology used in project	Technology used to develop project but not explained	Technology and techniques used to develop project are explained	Technology used to develop project and materials were developed to document project	

	0	1	2	3	4	5	
Evidence of Public Awareness and Promotion 0–5 points	Evidence is missing	The portfolio shows limited information regarding public awareness and promotion	The portfolio adequately addresses the area of public awareness and promotion	The portfolio extensively shows areas of public awareness and promotion	The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign	The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the campaign, and opportunities or ideas for improvement	
Relationship to Family and Consumer Sciences and/or Related Occupations 0-5 points	Not included	Vaguely referred to	Explained, but done so poorly	Explained fully	Explained fully with evidence of some understanding of content area	Explained fully with evidence of mastery of the content area	

	0	1	2	3	
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

Promote and Publicize FCCLA! Rubric (continued)

Points

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	**0** Portfolio and visuals not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio and visuals	

Voice – pitch, tempo, volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

Responses to Evaluators' Questions 0-5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

WRITING SAMPLE OUTLINE

Knowledge of Public Relations 0-6 points	0 Writing sample outline not done	1 2 Demonstrates an attempt at sample but not real knowledge	3 4 Demonstrates some knowledge of required sample	5 6 Demonstrates high level of knowledge and skills and knowledge of required sample parts	
Professionalism 0-2 points	**0** Writing sample outline not done	**1** Sample is unorganized and has grammatical errors	**2** Sample is organized, neat, and without grammatical errors		

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

Recycle and Redesign

Recycle and Redesign is an *individual event* that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a *display* using a sample of their skills. Participants select a **used** fashion, home, or other postconsumer item to recycle into a new product. Participants will create a brand new product, not simply embellish an old one. However, participants may use additional materials if needed to redesign and creatively embellish the new product. At the event site, participants set up their *displays* and present the results of their projects to evaluators.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
- Architecture & Construction
- Arts, A/V Technology & Communications
- Marketing

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up their *display* and submit 3 copies of the completed Skills Selection Chart. Other persons may not assist.

2. Evaluators and room consultants will have up to 10 minutes to inspect the product for the skill areas indicated by the participant.

3. The oral presentation **may be up to 5** minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes.

4. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

5. Following the presentation, evaluators will have 5 minutes to interview the participant.

6. Evaluators will have 5 minutes to use the rubric to score and write comments for each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table or freestanding space will be provided. Participant(s) must bring all necessary supplies and/ or equipment. Wall space will not be available

3. **Access to an electrical outlet will not be provided.** Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

4. Items within the *display* may be used as in-hand *visuals* during the oral presentation, but must be returned within *display dimensions* when finished.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Display, Oral Presentation, Skills Selection Chart	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

RECYCLE AND REDESIGN
Specifications

Display

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

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

Project Identification Page	One 8 ½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name, chapter name, school, city, state, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 ½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include proof of submission on the display.
Contents of *Display*	The *display* **must contain** the project product, material profile, cost itemization, time log, and photo storyboard. **Project Product:** The project product must be included in the tabletop or freestanding display. **Material Profile:** A material profile should be prepared front side only on paper not larger than 11" x 17" and displayed. The material profile will contain a sample of each material used to make the project and all available information about material *content* and type—construction, finishes, properties, performance, and care. Identify recycled materials and new materials. For items not able to provide a sample, a short explanation of why (size, unable to deconstruct, etc.) must be provided, along with a clear, close up photo. **Cost itemization:** A detailed cost itemization should be prepared front side only on 8 ½" x 11" paper and displayed. The cost itemization will show a list of all supplies used to make the product with quantities, unit costs, and total costs. **Time Log:** A log of time invested in designing and making the product(s) should be prepared front side only on 8 ½" x 11" paper and displayed. Total hours should be shown. **Photo Storyboard:** A storyboard of photos telling the story of the project should be prepared front side only on paper not larger than 11" x 17" and displayed. **Other:** The display may not contain a live model. The participant may not model the product (garment, accessory, etc., if applicable) during the presentation. If needed, a mannequin may be used, but is neither required nor provided. **Marketing Plan (Optional):** The participant may choose to demonstrate the marketability of their product by developing a brief marketing plan. The plan should include, but is not limited to basic marketing elements such as target market information, a product description, pricing options, promotional ideas, and possible places of sale. Information should be presented in the way the participant best sees fit. *Please note: Lingerie and swimsuits are not allowed. Clothing that does not meet acceptable standards of modesty/appropriateness for a school function or setting is prohibited.*

Recycle and Redesign Specifications (continued)

Oral Presentation

The oral presentation **may be up to 5** minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Recycling and Environmental Sustainability	Demonstrate knowledge of concepts related to the selected skill areas.
Use of *Display*	Use the *display* to support, illustrate, and complement the project description during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project.

Recycling and Redesign Skills

Participants are to select a project that showcases their recycling and redesign skills.

Design	The design should exhibit effective form and function, and provide opportunities for practical use and reuse, as applicable.
Workmanship	The product should exhibit high quality workmanship and should be marketable.
Creativity	The design and product should reflect creativity, imagination, and innovation.
Recycling and Redesign Skills	Products will be evaluated on the 8 recycling and redesign skills selected by the participant. See Recycle and Redesign Skills Selection Chart.

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

RECYCLE AND REDESIGN

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.

2. Before student presentation, the room consultants must check participants' *display* using the criteria and standards listed below and fill in the boxes.

3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.

4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.

5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No　　**0**	Yes　　**3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Display Set-Up 0-1 point	**0** Participant did not set up display within allotted time period or did not submit 3 copies of Skill Area Chart	**1** Participant set up display during allotted time period and submitted 3 copies of Skill Area Chart	
Display Dimensions 0–1 point	**0** Does not fit with the appropriate dimensions/objects not returned within display after presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 point	**0** Project ID page is missing or incomplete	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 point	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____　　Initials _____

Evaluator 2_____　　Initials _____

Evaluator 3_____　　Initials _____

Total Score_____　　divided by number of evaluators

_____　　**= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)　　_ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)　　_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

RECYCLE AND REDESIGN
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DISPLAY							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained; no more than 1 page	
Material Profile 0-6 points	**0** No information provided	**1 2** Information adequate		**3 4** Most information provided		**5 6** Very thorough information	
Cost Itemization 0-3 points	**0** No cost itemization	**1** Many omissions in itemization and errors in calculation		**2** Most items shown and only one or two errors in calculation		**3** Completely accurate and thorough	
Time Log 0-1 point	**0** No time log provided			**1** Time log provided			
Photo Storyboard 0-3 points	**0** No storyboard in project	**1** Limited photographs and confusing arrangement		**2** Adequate photographs arranged in a clear and logical format		**3** Appropriate number of photographs, arranged well to tell a story	
Display 0-5 points	**0** Display not used during presentation	**1** Display has many errors, does not show evidence of originality and is not aesthetically pleasing	**2** Display has minimal visual appeal and lacks originality	**3** Display needs some improvement in content and design	**4** Display has good word, color, and design choice	**5** Display is creative, appropriate, and of high quality	

ORAL PRESENTATION							
Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project	**1 2** Presentation covers some topic elements	**3 4** Presentation covers all topic elements but with minimal information	**5 6** Presentation gives complete information but does not explain the project well	**7 8** Presentation covers information completely but does not flow well	**9 10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Recycling and Environmental Sustainability 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of recycling is evident but not effectively used in presentation	**4** Knowledge of recycling is evident and shared at times in the presentation	**5** Knowledge of recycling is evident and incorporated throughout the presentation	
Use of Display during Presentation 0-5 points	**0** Display not used during presentation	**1** Display used to limit amount of speaking time	**2** Display used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate		**2** Voice quality is good, but could improve		**3** Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate		**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors		**2** Few (1-2) grammatical and pronunciation errors		**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Recycle and Redesign Rubric (continued)

RECYCLING AND DESIGN SKILLS					Points
Effectiveness of Product Design 0-3 points	**0** Form, function, and practicality of use needs improvement	**1** Satisfactory form, function, but not practical use or reuse	**2** Good form, function, and practicality of use or reuse	**3** Outstanding form, function, and practicality of use or reuse	
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 *Recycle and Redesign Skill Area Rubric* for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "Points" column at right.				

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

RECYCLE AND REDESIGN
Skill Area Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

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

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

Evaluator's Comments:

TOTAL SCORE FOR SKILL AREA

(24 points possible)

RECYCLE AND REDESIGN
Skills Selection Chart

Name of Participant_____

State_____Category _____

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

RECYCLED DESIGN
Include in your recycled design a minimum of eight recycling and promotional skills from those listed below:

☐ Good choice of item for recycling

☐ More than one recyclable item in one product

☐ Innovative use of recyclables

☐ Conservation theme or slogan

☐ Design of an energy-saving product

☐ Design of a product that promotes environmentalism

☐ Appropriate product name

☐ 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 (created by participant, not purchased)

☐ Napped fabric or one-way print

☐ Basic marketing plan

☐ 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

Say Yes to FCS Education

Say Yes to FCS Education, an *individual event,* recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a portfolio, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an oral presentation.

EVENT CATEGORIES
Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS
See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS
■ Education & Training

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a portfolio (hardcopy or electronic) to the event room consultant at the designated participation time.

2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time. The participant must make the electronic portfolio accessible to evaluators.

4. The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. Presentation equipment, with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview the participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual presentation, if desired.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 26 pages, as described below. Divider page tabs may extend up to 1" outside the cover. Once a *hardcopy portfolio* has been turned in to the evaluators, participants may not switch to an *electronic portfolio.*

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* and the hardware (method) to view it (i.e., equipment, files, projectors, screens, laptops) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the *technology* used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio. Portfolio* may not exceed 36 slides, as described below.

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–6	*Content Divider Pages* or Sections	Use up to 6 *content divider*/section pages or slides. *Content* divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 16 8 ½" x 11" pages or 25 slides	FCS Education Research Summary	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½" x 11" pages or three slides.
	FCS Educator Interview Summary	Using the questions and template provided, interview two *current* Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 ½" x 11" pages or six slides.
	Classroom Observation Summary	Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½" x 11" pages or six slides.
	FCCLA Integration Plan	Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½" x 11" pages or three slides.

FCS Marketing Lesson Plan, Implementation and Documentation	Prepare, implement, and document one Family and Consumer Sciences lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs. **Planning:** Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection. **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve *content* and/or delivery. **Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed. The lesson plan should not exceed three 8 ½" x 11" pages or 6 slides.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The portfolio will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present *current* data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of *Portfolio and Visuals*	Use portfolio to describe all phases of the project. Use original, creative, and appealing visuals to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

SAY YES TO FCS EDUCATION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time No **0**	Yes **3**	
Online Event Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors** **1 error** **no errors** Portfolio contains no more than 26 single-sided pages or 36 slides completed correctly, including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • 0 to 6 content divider pages or slides • Up to 16 content pages or 25 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES		**ROOM CONSULTANT TOTAL**
Evaluator 1_____ Initials _____		(10 points possible)
Evaluator 2_____ Initials _____		**AVERAGE EVALUATOR SCORE**
Evaluator 3_____ Initials _____		(90 points possible) _ _ · _ _
Total Score_____ divided by number of evaluators		**FINAL SCORE**
= AVERAGE EVALUATOR SCORE _____ *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*		(Average Evaluator Score plus Room Consultant Total) _ _ · _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

SAY YES TO FCS EDUCATION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
FCS Education Research Summary 0–5 points	**0** Not included	**1** Research for 1-3 institutions or state data is provided, but not both	**2** Research is provided for 2-3 institutions and some state data is provided	**3** Research is provided for 3 institutions and state data, but is limited or not complete	**4** Research is provided for 3 institutions and includes state educational data	**5** Research is complete for 3 institutions and includes detailed state educational data	
FCS Educator Interview Summary 0–5 points	**0** Not included	**1** Interviewed 1 or 2 FCS educators but provided limited responses or did not provide responses for each question	**2** Interviewed 1-2 FCS educators and provided limited responses for 8-10 questions	**3** Interviewed 2 FCS educators and provided responses for 8-10 questions for each interview	**4** Interviewed 2 FCS Educators per guidelines. Provided responses for all 10 questions for each interview	**5** Conducted 2 FCS Educator interviews per guidelines. Provided detailed responses for all 10 questions for each interview	
Classroom Observation Summary 0–10 points	**0** Not included	**1 2** Conducted 1 observation and provided required information	**3 4** Conducted 2 observations but not per guidelines, or provided very limited information and summary	**5 6** Conducted 2 observations per guidelines. Provided some descriptions/ comments and limited summary of strengths, improvement, and takeaway	**7 8** Conducted 2 observations per guidelines. Provided descriptions/comments, and good summary of strengths, improvement, and takeaway	**9 10** Conducted 2 observations per guidelines. Provided detailed descriptions/comments, and thorough summary of strengths, improvement, and takeaway	
FCCLA Integration Plan 0-7 points	**0** Not included	**1** Plan is very limited and missing required components	**2** Plan includes 1-2 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	**3** Plan includes 2-3 national programs, descriptions, courses and standards, grade levels, recognition and activities, but is missing some required components	**4 5** Plan represents good use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development	**6 7** Plan represents outstanding use of 3 national programs, descriptions, courses and standards, grade levels, and recognition. Activities are appropriate, include leadership, service, and career development	
FCS Marketing Lesson Plan: **Planning** 0–3 points	**0** Shows no evidence of planning	**1** Very limited information provided or missing required components	**2** Planning is evident and includes all required components, but may not be appropriately identified	**3** Topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection are appropriate and clearly identified			
FCS Marketing Lesson Plan: **Organization** 0–3 points	**0** Shows no organization	**1** Materials list and description of instructional strategies is incomplete to support lesson objectives	**2** Materials are listed, instructional strategies do not clearly support lesson objectives	**3** All materials are listed, instructional strategies are clear and appropriate to meet lesson objectives			
FCS Marketing Lesson Plan: **Activities** 0–3 points	**0** No activity included	**1** 1-3 activities are identified but are missing required components, or do not support lesson objectives	**2** 1-3 activities chosen to implement the lesson include basic description, timeframe, and materials needed to support lesson objectives	**3** 1-3 activities chosen to implement the lesson, each includes complete description, timeframe, and materials needed to support lesson objectives			
FCS Marketing Lesson Plan: **Assessment** 0–3 points	**0** No follow up was done	**1** Assessment methods are identified but do not adequately evaluate the lesson objective	**2** Assessment method(s) chosen evaluate the lesson but do not include ways to improve content and/or delivery	**3** Assessment method(s) chosen appropriately evaluate the lesson and include ways to improve content and/or delivery			

	0	1	2	3	
*FCS Marketing Lesson Plan: **Other Resources*** 0-3 points	Not included	Resources developed are incomplete to support lesson implementation	Resources developed are not required for lesson implementation	Resources developed appropriately support lesson implementation	
*FCS Marketing Lesson Plan: **Sources, Notes, and Documentation*** 0-3 points	Not included	Citations are provided but lesson implementation documentation is not included	Citations for most materials used and lesson implementation documentation included	Citations for all materials used and lesson implementation documentation included	
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information	

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10	
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	

	0	1	2	3	4	5	
Knowledge of Subject Matter 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of subject matter is evident but not shared in presentation	Knowledge of subject matter is evident and shared at times in presentation	Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	

	0	1	2	3	
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing	
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation	
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors	

	0	1	2	3	4	5	
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

TOTAL
(90 points possible)

Room Consultant Initial _____

SAY YES TO FCS EDUCATION
Research Summary Instructions

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state's educational data by answering the questions below the table. Include this completed summary in the hardcopy or electronic portfolio.

	Institution #1	Institution #2	Institution #3
Name			
Location (City and State)			
FCS Teacher Educator Contact Information			
College/ Department offering FCS Education Degree			
Average Yearly Cost (In-State and Out-State)			
Minimum Program Entry Requirements			
Minimum Graduation Requirement (Hours)			

STATE EDUCATION DATA:_____
(name of state)

Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

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

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

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

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

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

Name of Family and Consumer Sciences Educator Interviewed: _____

Name of Employer: _____

__Elementary FCS Ed __Middle School FCS Ed __High School FCS Ed __Postsecondary or Other FCS Ed

1. What is your undergraduate degree? If you have an advanced degree, what is it?

2. Why did you become a Family and Consumer Sciences Educator?

3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?

4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?

5. Do you integrate FCCLA into your courses and if so, how?

6. Why do teachers stay or leave this field?

7. What other career options are available to someone with your degree?

8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?

9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?

10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?

SAY YES TO FCS EDUCATION
Classroom Observation Instructions

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the electronic or hardcopy portfolio.

Educator Observed: _____ Subject: _____ School: _____

Grade Level: _____ Date and Time: _____

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

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

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages or 3 slides in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
FACTS – Families Acting for Community Traffic Safety	*Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe*	*Child Development*	*4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.*	• *State and national FACTS program recognition* • *National Programs in Action STAR Event*	*9-12*	*Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.*
National FCCLA Program #1						
National FCCLA Program #2						
National FCCLA Program #3						

SAY YES TO FCS EDUCATION
Lesson Plan Template

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration:
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration:
Learning Objectives:
National Family and Consumer Sciences Standards:
Career Readiness Practices (Select all that apply):   ☐ Act as a responsible and contributing citizen and employee   ☐ Apply appropriate academic and technical skills   ☐ Attend to personal health and financial well-being   ☐ Communicate clearly and effectively and with reason   ☐ Consider the environmental, social and economic impacts of decisions   ☐ Demonstrate creativity and innovation   ☐ Employ valid and reliable research strategies

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable : cite any published or copyrighted materials used in this lesson plan):

Additional Notes:

Sports Nutrition

Sports Nutrition, an *individual* or *team event,* recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. The participants must prepare a *file folder*, **visuals,** an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Health Science
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Participants will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 5 minutes to preview the *file folder* before each presentation begins.

4. 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.

5. The oral presentation is a time for the participant(s), **in the role of student nutritionist/dietitian**, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. **Students take on the role of the student nutritionist/dietitian.**

6. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File folder, Oral Presentation, Management Tool, Visuals	Table	Not provided	5 minutes	5 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

7. 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).

8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

3. The nutritional plan and management tool do not have to be implemented by the student athlete. The selected student athlete should be someone other than the participant(s).

4. A table will be provided. Participant(s) must bring all other necessary supplies. Wall space is not available.

5. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation, if desired.

File Folder

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

1- 8 ½" x 11" page	*Project Identification Page*	Use *plain paper*, with no *graphics* or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1- 8 ½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to develop the Sports Nutrition project.
1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
1 to 2- 8 ½" x 11" pages	Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1- 8 ½" x 11" page	Student Athlete Demographic Page	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1- 8 ½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1- 8 ½" x 11" page	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. Resources should be *reliable* and *current*.

Nutritional Plan and Management Tool

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

Nutrition Plan Goals	Identify 3–5 goals the nutrition plan addresses, to include nutritional needs, hydration, and performance goals. In addition, identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.
Nutrition and Hydration Plan	Participants will develop a three day nutritional plan to include two non-competition days and one competition day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.
	Each day should include breakfast, lunch, dinner, and snacks. The schedule of eating may be modified to meet the student athlete's schedule and any items from the student athlete interview. Participants should assume all meals are prepared at home, but not necessarily eaten at home. Meals should be planned to include cultural needs, health, balance, variety and timing of nutrient intake for optimum performance.
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant's choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies.
Management Tool	Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed by the participant.

(continued next page)

Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

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 illustrated talk. 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).

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.
Use of *Visuals* during Presentation	The *visuals* chosen present the nutritional plan in a way that is clear, concise, and visually appealing.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of *visuals* or notecards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the nutrition plan and management tool. Questions are asked after the presentation.

STAR Events Point Summary Form
SPORTS NUTRITION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' file folder using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time			
	No **0**	Yes **3**		
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser		
File Folder 0–4 points	**0** No file folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • Planning Process summary • Project Summary Submission Proof • 1-2 Sport and Training Summary page(s) • 1 Student Athlete Demographic page • 1 Student Athlete Daily Schedule page • 1 Works Cited/Bibliography	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation		

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
_____	= AVERAGE EVALUATOR SCORE *Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

SPORTS NUTRITION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

FILE FOLDER CONTENTS						Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Sport and Training Summary Pages 0-8 points	**0** Not provided	**1 2 3** Missing two or more components and is poorly written		**4 5 6** Missing one component or lacked detail		**7 8** Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
Student Athlete Demographic Page 0–3 points	**0** Not provided	**1** Missing two or more components and is poorly written		**2** Missing one component and lacks details		**3** Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns	
Student Athlete Daily Schedule Page 0-3 points	**0** Not provided	**1** Missing two or more components and is poorly written		**2** Missing one component and lacks details		**3** Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	

NUTRITION AND HYDRATION PLAN						
Nutrition Plan Goals 0-5 points	**0** Not provided	**1** 1-3 goals are stated or do not address all required components	**2** 3-5 goals are stated, but do not address all required components	**3** 3-5 goals are stated, addressing all required components	**4** 3-5 appropriate goals are stated, addressing all required components	**5** Addresses 3-5 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	**0** Not provided	**1 2 3** Limited plan provided	**4 5 6** Plan provided but not well explained	**7 8 9** Plan provided and explained	**10 11 12** Adequate plan provided with appropriate and realistic recommendations	**13 14 15** Extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	**0** Not provided	**1 2** Minimal information provided	**3 4** Analysis is incomplete, or does not fully meet the needs	**5 6** Analysis is complete but does not include information on DRIs or RDAs for the athlete	**7 8** Analysis is complete, meets most needs and is presented in a consistent format	**9 10** Analysis is complete, meets athlete needs, and discrepancies are explained, and presented in a consistent format	
Management Tool 0-5 points	**0** Not provided	**1** Difficult to use or understand, does not meet the needs of the athlete	**2** Somewhat complicated, and does not meet the needs or schedule of the athlete	**3** Easy to understand and use, does not appear to meet athlete's needs	**4** Easy to understand and use, generally meets the needs of the athlete	**5** Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

Sports Nutrition (continued)

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	0 Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	1 2 Presentation covers some topic elements	3 4 Presentation covers all topic elements but with minimal information	5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0-5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not effectively used in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Visuals during Presentation 0-4 points	**0** Visuals are not used during presentation	**1** Limited use during presentation	**2** Incorporated throughout presentation	**3** Used effectively throughout presentation	**4** Significantly enhances the presentation		
Voice – pitch, tempo, volume 0-3 points	**0** Voice qualities not used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing			
Body Language/ Clothing Choice 0-3 points	**0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	**1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	**2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate	**3** Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
Grammar/Word Usage/ Pronunciation 0-3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3-5) grammatical and pronunciation errors	**2** Few (1-2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0-5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

STAR EVENTS — Teach and Train

Teach and Train, an *individual event,* recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a **portfolio** of the teaching/training career, prepare and execute a complete lesson/workshop plan and an **oral presentation**. Senior and occupational participants will also complete a **shadowing experience** of a "*best practices*" educator.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

Postsecondary: see page 17

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

■ Education & Training

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.

2. The participant will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). The participant must make the electronic portfolio accessible to evaluators.

4. The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.

5. If audio or audiovisual recordings are used, they are limited to a 3-minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

6. Following the presentation, evaluators will have 5 minutes to interview the participant.

7. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant.

8. The *portfolio,* including the career exploration and self-assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation.*

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual	Portfolio, Oral Presentation	Table	Not provided	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 prior to event planning and preparation.

2. **Junior Category:** participants must have completed a course or unit of study in child or human development knowledge areas.

   Senior/Occupational Category: participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.

3. While Family and Consumer Science Coursework and FCCLA leadership opportunities will provide the participant with skills for the teaching and training profession, the project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.

4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space will not be available.

5. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for audiovisual or *electronic portfolio* presentation, if desired.

Hardcopy Portfolio

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

Electronic Portfolio

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

1-8 ½" x 11" page or 1 slide	*Project Identification Page*	*Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title.
1-8 ½" x 11" page or 1 slide	Table of Contents	List the parts of the *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	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the *portfolio*.
0–6	*Content Divider Pages* or Sections	Use 0 to 6 *content divider*/section pages or slides. *Content* divider/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
Up to 28 8 ½" x 11" pages or 38 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 Plan or Workshop Plan		**Planning:** Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration (if applicable), national Family and Consumer Sciences standards and/or other national standards (as appropriate), and Career Readiness Practices selection(s). **Organization:** List all materials needed and describe the instructional strategies used to implement the lesson. **Activities:** Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe and materials needed. **Assessment:** Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery. **Other Resources:** Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable. **Sources and Notes:** Include specific citations for materials used in lesson and any additional notes, as needed.
Evidence of Prior Presentations		Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes, including methods of improvement. Minimum of one presentation required.
Evidence of *Technology* Used		Explain how *technology* was used to enhance the lesson or workshop planning and/or execution.
Works Cited/*Bibliography*		Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.
Appearance		*Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

Shadowing Experiences with a *Best Practices Educator*	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience. This is to be included in the portfolio content pages.

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present *current* data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career. Career does not have to relate to a Family and Consumer Sciences curriculum area.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
TEACH AND TRAIN

Name of Participant _____

Chapter_____   State_____   Team #_____   Station #_____   Category_____

DIRECTIONS:

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, please write "No Show" across the top and return with other forms. Do **NOT** change team or station numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the presentation together.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time		
	No **0**	Yes **3**	
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser	**2** Official documentation provided at presentation time and signed by adviser	
Hardcopy Portfolio 0–1 point or **Electronic Portfolio** 0–1 point	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators	**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–3 points	**0** Portfolio exceeds the page limit	**1** **2** **3** **2 or more errors 1 error no errors** Portfolio contains no more than 38 single-sided pages or 49 slides completed correctly, including: 1 project ID page or slide 1 table of contents page or slide 1 Planning Process summary page or 2 slides - Project Summary Submission Proof - Up to 6 content divider pages or slides - Up to 28 content pages or 38 content slides	
Punctuality 0–1 point	**0** Participant was late for presentation	**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1_____   Initials _____

Evaluator 2_____   Initials _____

Evaluator 3_____   Initials _____

Total Score_____   divided by number of evaluators

_____   **= AVERAGE EVALUATOR SCORE**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)   _ _ . _ _

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)   _ _ . _ _

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self-assessment with limited information and detail	**3** Adequately addresses all areas of self-assessment	**4** Examined personal interests in detail, and states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes an objective and shows an adequate understanding of the audience	**3** Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. No evaluation was used.	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	

Points

	0	1	2	3	4	5
Evidence of Technology Used 0-5 points	No technology used in lesson/workshop planning or execution	Technology used to develop or execute lesson/workshop not explained	Technology used to develop or execute lesson/workshop but not explained in portfolio	Technology and techniques used to develop or execute lesson/workshop are explained	Technology used to develop or execute lesson/workshop was explained thoroughly	Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project

	0	1	2	3
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*

	0	1	2	3	4	5
Evidence of Prior Presentation 0–5 points	No prior presentation done	Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	Minimal evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated

	0	1	2	3
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery

	0	1	2	3	4	5
Knowledge of Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals

	0	1	2	3
Voice – pitch, tempo, volume 0-3 points	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing
Body Language/ Clothing Choice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors

	0	1	2	3	4	5
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

TOTAL (90 points possible)

Room Consultant Initial _____

TEACH AND TRAIN—Senior and Occupational
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Category_____

PORTFOLIO	0	1	2	3	4	5	Points
FCCLA Planning Process Summary Page 0–5 points	Planning Process summary not provided	Inadequate steps in the Planning Process are presented	All Planning Process steps are presented but not summarized	All Planning Process steps are summarized	Evidence that the Planning Process was utilized to plan project	The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	Not included	Research is not current, and missing more than 3 topics	Research is current but from unreliable sources, missing 1–2 required topics	Research is current but only partially describes job or other topics	Research is current, appropriate for topic; from reliable sources	Research is current, documented correctly, and includes all six required topics	
Self-Assessment 0–5 points	Not included	Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	Covers areas of self-assessment with limited information and detail	Adequately addresses all areas of self-assessment	Examined personal interests in detail, states career value, and analyzed styles	Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/Workshop Plan: **Planning** 0–5 points	Shows no evidence of advance planning	Plan shows some consideration for audience members	Plan includes an objective and shows an adequate understanding of the audience	Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	Shows no organization	Plan does not include an introduction and/or conclusion and content is difficult to follow	Plan includes an adequate introduction and conclusion with unorganized content	Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	No activity included	Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	Activity plans include adequate logistical and resource information. Activity is interesting	Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	No follow up was done	Outcomes are inadequately stated. An evaluation method was used, but results are not presented	Outcomes are inadequately stated. An evaluation method was used, but results are not presented	Outcomes are measurable and complete. A single evaluation method was used and results are explained	Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	

	0	1	2	3	4	5
Evidence of Prior Presentation 0–5 points	No prior presentation done	Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	Minimal evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan	Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated

	0	1	2	3	4
Shadowing Experience 0-4 points	No shadowing experience done	Shadowing experience was done with a best practices educator	Shadowing experience done with a best practices educator but is documented minimally	Shadowing experience with a best practices educator is documented	Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans.
Evidence of Technology Used 0-4 points	No technology used in lesson/workshop planning or execution	Technology used to develop or execute lesson/workshop not explained	Technology used to develop or execute lesson/workshop but not explained in portfolio	Technology and techniques used to develop or execute lesson/workshop are explained	Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project

	0	1	2	3
Works Cited/ Bibliography 0–3 points	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style *(see style sheet)*	Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*
Appearance 0–3 points	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information

ORAL PRESENTATION

	0	1 2	3 4	5 6	7 8	9 10
Organization/ Delivery 0 – 10 points	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery

	0	1	2	3	4	5
Knowledge of Selected Career 0-5 points	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation
Relationship of Family and Consumer Sciences Coursework and Standards 0-5 points	No evidence of relationship between career and FCS	Minimal evidence of career knowledge and FCS coursework relationship	Some knowledge of relationship of career and FCS coursework	Knowledge of career and FCS coursework but not shared	Knowledge of career and relationship to FCS is evident and shared	Knowledge of career and FCS relationship is evident and explained well
Use of Portfolio and Visuals during Presentation 0-5 points	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals

	0	1	2	3
Body Language/ Clothing Choice/Voice 0-3 points	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing, voice qualities not effectively used	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate, voice quality is adequate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate, voice quality is good	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation, voice quality is outstanding
Grammar/Word Usage/ Pronunciation 0-3 points	Extensive (more than 5) grammatical and pronunciation errors	Some (3-5) grammatical and pronunciation errors	Few (1-2) grammatical and pronunciation errors	Presentation has no grammatical or pronunciation errors

	0	1	2	3	4	5
Responses to Evaluators' Questions 0-5 points	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____

TOTAL [ ]

(90 points possible)

TEACH AND TRAIN
Career Exploration and Self-Assessment
Summary Page Instructions

DIRECTIONS:

Career Exploration and Self-Assessment summary should not exceed 3 pages in length or 5 slides. Use this outline with these headings, in this order, when preparing Career Exploration and Self-Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

CAREER EXPLORATION (2 pages maximum):

1. What education path and qualifications are necessary for a career in the education/training field in which you are interested?

2. Please list a sample job description for your ideal education/training career.

3. What skills are needed for this career?

4. What is the current and future job outlook for this career?

5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?

6. What are the entry-level positions and opportunities for professional advancements in this career field?

SELF ASSESSMENT (1 page maximum):

1. Why are you personally interested in this career?

2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?

3. Describe what appeals to you about a career in education or training?

4. What other aspects of your self-assessment have you considered?

TEACH AND TRAIN
Shadowing Reflection Summary Instructions
Senior and Occupational

DIRECTIONS:

Write a reflection on the shadowing experience of a *best practices* teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 3 pages in length or 5 slides. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. **Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.**

II. **Observations:**

1. What observations did you make about room management techniques?

2. What observations did you make about the content/curriculum being taught?

3. How did the teacher or trainer manage the lesson?

4. What evidence did you see of planning?

5. Discuss with the teacher/ trainer the following.

- The school's or organization's mission statement
   - The curriculum standards or guidelines.
   - The career of teaching/ training.
   - Maintaining a professional motivation for the career.
   - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
   - Why did they choose the presentation strategies methods that were used?
   - How did they choose the activities?
   - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?

6. Include other applicable observations.

TEACH AND TRAIN
Lesson/Workshop Plan

Use this template, in the order given, when preparing lesson/workshop plan. Plan may not exceed 3 pages or 4 slides in length.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration (if applicable):
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration (if applicable):
Learning Objectives:
National Family and Consumer Sciences Standards (or others as appropriate):

Career Readiness Practices (Select all that apply):

☐ Act as a responsible and contributing citizen and employee

☐ Apply appropriate academic and technical skills

☐ Attend to personal health and financial well-being

☐ Communicate clearly and effectively and with reason

☐ Consider the environmental, social and economic impacts of decisions

☐ Demonstrate creativity and innovation

☐ Employ valid and reliable research strategies

Materials Needed:

Instructional Strategies:

Activity 1:
Activity 1 Timeframe:
Activity 1 Materials Needed:

Activity 2:
Activity 2 Timeframe:
Activity 2 Materials:

Activity 3:
Activity 3 Timeframe:
Activity 3 Materials Needed:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):

Additional Notes:

Additional Resources

- *The Adviser* Newsletter
- *FCCLA...The Handbook to Ultimate Leadership*
- *FCCLA Information Sheet*
- *Teen Times*
- FCCLA national website (www.fcclainc.org)
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

The Career Clusters are being used with permission of the States' Career Clusters Initiative, www.careerclusters.org

PowerPoint and Microsoft Word are trademarks of the Microsoft group of companies.

Adobe PDF is a trademark of Adobe Systems Incorporated in the United States and/or other countries.

Competitive Events Glossary

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

Audiovisual equipment—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peer*s, town, city, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme decorations, page numbers, and/or a table of contents for a content section.

Content pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display, portfolio,* or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display, portfolio,* or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals,* and *audiovisual equipment* to be used for the presentation.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational* area.

Electronic Portfolio—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio,** is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Web folio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Fabric Care—Method(s) of cleaning and making suitable for wear.

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Photo Album—A collection of photographs, either presented in a digital or printed format.

Plain paper—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Portfolio—A record/collection of a person's work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Postconsumer Item—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

Presentation equipment – Equipment using sight and/or sound to present information. See also audiovisual equipment.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals,* audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Public Policy – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: http://www.nkba.com/guidelines/kitchen.aspx.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Presentation equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Visuals—Posters, charts, slides, presentation software, etc., which include *content*.

Family, Career and Community Leaders of America®