COMPETITIVE EVENTS GUIDE

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

2013-2014 | 3rd Edition

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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 Contests** allow students to use creativity to express their FCCLA spirit. Contests take place twice each year.
- Family and Consumer Sciences Knowledge Bowl is a three-level, team competition that challenges students' knowledge of all aspects of Family and Consumer Sciences and FCCLA.
    - Family, Career, & Community Studies
    - Early Childhood & Human Development
    - Food Sciences, Dietetics, & Nutrition
    - Hospitality, Tourism, & Recreation
    - Fashion & Housing Design
    - FCCLA Knowledge
- **Skill Demonstration Event**s 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 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.

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Family and Consumer Sciences
Knowledge Bowl

2013-2014 Competition Guidelines

What is the Family and Consumer Sciences Knowledge Bowl?

The Family and Consumer Sciences Knowledge Bowl is a three level, team competition that challenges students' knowledge of all aspects of Family and Consumer Sciences.

All questions throughout the Family and Consumer Sciences Knowledge Bowl will fall under one of the following six categories:

- Family, Career, & Community Studies (NASAFACS Areas of Study: 1, 2, 3, 6, 7, 13)
- Early Childhood & Human Development (NASAFACS Areas of Study: 4, 12, 15)
- Food Sciences, Dietetics, & Nutrition (NASAFACS Areas of Study: 9, 14)
- Hospitality, Tourism, & Recreation (NASAFACS Areas of Study: 8, 10)
- Fashion & Housing Design (NASAFACS Areas of Study: 11, 16)
- FCCLA Knowledge (The Handbook to Ultimate Leadership and www.fcclainc.org)

Questions come from a variety of sources, including the "FCCLA Knowledge Bowl Prep Program" by the College Options Foundation. This DVD supports the Family and Consumer Sciences Knowledge Bowl and provides teachers with an instant assessment of the student's understanding of the six Knowledge Bowl question categories. To order copies, visit www.mytotalcollegesolution.com, www.fccla-store.com, or call 888-521-5521.

LEVEL 1—National Cluster Meeting

Registration for Level 1 takes place through the National Cluster Meeting registration process. Registration will be limited to the first 40 teams per National Cluster Meeting location or by the late registration deadline.

All Level 1–3 teams should be comprised of five FCCLA members (affiliated at both the state and national level by November 1) from the same chapter. Team members may be mixed in grade level and FACS course background. All level 1–3 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.**

Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site must stay at one of the official conference hotels. Hotel reservations will be verified prior to the meeting.

All teams competing at the National Cluster Meetings will complete this round. Teams will be comprised of five FCCLA members from a single school or chapter. Each team will be given a test packet containing five tests, one in each of the following areas:

- Family, Career, & Community Studies (NASAFACS Areas of Study: 1, 2, 3, 6, 7, 13)
- Early Childhood & Human Development (NASAFACS Areas of Study: 4, 12, 15)
- Food Sciences, Dietetics, & Nutrition (NASAFACS Areas of Study: 9, 14)
- Hospitality, Tourism, & Recreation (NASAFACS Areas of Study: 8, 10)
- Fashion & Housing Design (NASAFACS Areas of Study: 11, 16)

Team members will determine which individual will complete each test before opening the test packet. **Each member may complete only one test.** One hour will be given for individuals to complete the 50 question test (multiple choice and true/false questions). 50 questions x 2 points = 100 points per test. The test scores will be added to determine a total team score (out of 500).

If less than five members are present to take the test, the team is ineligible to compete.

The teams with the top 20 team scores will advance to the next level.

Tests will be scored by a panel of national staff members and volunteers according to the test keys. Chapters will not receive the scored tests back.

LEVEL 2—National Cluster Meeting

Single elimination (takes place at each NCM site—questions will be the same at sites on the same weekend).

The second level will be a single elimination, head-to-head competition. Teams will be put into a bracket with the #1 scoring team against #20, and so on to meet in the middle. If an odd-number of teams are competing, byes will go to the highest scoring team(s). Competition will take place simultaneously in 10 rooms, or as space allows with a holding room. All rooms will use the same questions. Sample brackets are posted online at www.fcclainc.org.

Level 2 rounds consist of two parts—Head-to-Head Individual Questions as well as Team Questions. In the Head-to-Head Individual part of the round, one multiple choice question from each of the categories (in order as listed below) except FCCLA Knowledge will be asked. In the Team Questions part of the round, all questions are open-ended. Three questions will be asked in each of the categories except FCCLA Knowledge, which will have one question per round. Questions will be asked in the following order:

1. 3 Family, Career, & Community Studies questions
2. 3 Early Childhood & Human Development questions
3. 3 Food Science, Dietetics, & Nutrition questions
4. 3 Hospitality, Tourism, & Recreation questions
5. 3 Fashion & Housing Design questions
6. 1 FCCLA Knowledge question

Winners will advance to the next bracket level. The advancing 10 teams will compete simultaneously in 5 rooms, or as space allows with a holding room. All rooms will use the same questions.

The five winners will advance to Level 3, which will take place at the following National Leadership Conference. The five advancing teams will be ranked for NLC based on their Level 1 team test scores. Alternates will be the five teams that didn't win, ranked by their Level 1 test scores. Level 2 will be open to spectators as space allows.

LEVEL 3—National Leadership Conference

Teams will be evenly placed into pools of five teams by Level 1 scores. Each team will play all of the other teams in their pool. Pools will play simultaneously and the questions for each round will be the same in each pool. During byes, teams will wait in the holding room.

Level 3 rounds consist of two parts—Head-to-Head Individual Questions as well as Team Questions. In the Head-to-Head Individual part of the round, one multiple choice question from each of the categories (in order as listed below) except FCCLA Knowledge will be asked. In the Team Questions part of the round, all questions are open-ended. Three questions will be asked in each of the categories except FCCLA Knowledge, which will have one question per round. Questions will be asked in the following order:

1. 3 Family, Career, & Community Studies questions
2. 3 Early Childhood & Human Development questions
3. 3 Food Science, Dietetics, & Nutrition questions
4. 3 Hospitality, Tourism, & Recreation questions
5. 3 Fashion & Housing Design questions
6. 1 FCCLA Knowledge question

The top two teams (those with the most number of wins) from each pool will advance to the finals. Pool ties will be determined by total points gained during the total pool play. The second tie-breaker, if needed, will be determined by who won during the head-to-head round between tied teams. In the event that competition pools are of different sizes, the second tiebreaker will be the highest average points per match. Finals will be single elimination with a play off for third.

Buzzer Round Rules of Play

Levels 2 and 3

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—member #1, #2, #3, #4 or #5. 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. A total of 5 questions will be asked.

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 individual must give an answer within 10 seconds. If the answer is incorrect, the moderator will re-read the question and answer choices. The opposing team member has 10 seconds to respond.

If neither individual buzzes in within 10 seconds, or both members 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 team members #5. Upon completion of the head-to-head individual part of the round, scores will be tabulated and announced by the scorekeeper and 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.

Teams may buzz in before the entire question is read. If this happens, the moderator will stop reading the question. The moderator will call on the team that 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. 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 5 points. There is no deduction for incorrect answers.

This process will continue through all 16 open ended questions. Upon completion of the team questions part of the round, 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

Up to five tie-breaker questions will be asked. 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 first team to correctly answer a tie breaker question will be announced the winner.

General Rules

Levels 1 to 3

Acceptability of Answers

Only the first answer from the team member who buzzes in 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

Following the correct answer being given, either by one team or the moderator, the team captain of a team which has given an answer thought to be correct and in the appropriate manner may buzz in to question the incorrectness of his/her team's answer or the procedure by which the answer was not accepted. One additional team member may assist in explaining the reason for the appeal, but the appeal must be proposed by the team captain. The judge will make the final ruling based upon the explanation. Appeals must take place before the moderator begins the next question and will not be considered at another time during or following the round. Only one appeal is permitted per match, per team. Interference from the audience will result in the appeal being dismissed.

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 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 see that a replacement question is 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 correctness of answer as determined by 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 Sportmanship

Level 2 and Level 3 are open to spectators (students, advisers, chaperones, alumni, and other conference attendees) as space in competition rooms permits. 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 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 or photography is allowed during live competition without prior approval of FCCLA.

Substitution

Substitution of team members between Level 2 and Level 3 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 3 participation via email by March 1. Any changes made to the composition of a Level 3 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 placecard.

Team Holding Room

All *teams* in Level 2 and 3 are required to report at a designated time, and required to remain in a holding room throughout the competition time period. 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 and the official FCCLA Knowledge Bowl Prep Program on DVD. The use of cellphones, or other electronic devices which may record, publish or receive information are prohibited. Laptops with a wi-fi connection disabled are allowed only when using the FCCLA Knowledge Bowl Prep Program DVD.

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.

Postsecondary Participation

in Competitive Events: STAR Events

Postsecondary FCCLA members in participating pilot states will be eligible to compete in one of four 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 college and universities).

All postsecondary STAR Events participants must be affiliated nationally. Dues must be postmarked by March 1 and sent to the national office for participants to be eligible for national STAR Events competition. The national office will verify membership affiliation for all postsecondary participants before they are permitted to participate. If necessary, late affiliation dues must be paid before June 1.

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. The deadline for submitting names is May 1. Substitutes' names may be submitted until June 1 as long as eligibility requirements are met. A fee per person will be assessed for all STAR Events substitutions made between May 15 and June 1.

To be able to participate in the national pilot postsecondary STAR Events, participants are required to register for the days they will be attending the National Leadership Conference, and pay a non-refundable STAR Events registration fee. Postsecondary participants are encouraged, though not required, to 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.

Participants placing 1st, 2nd, or 3rd will receive the following: a recognition trophy during the National Leadership Conference. All participants will receive a certificate of participation and completed evaluations. Each entry is evaluated by a standard set of criteria. For the purposes of determining 1st, 2nd, and 3rd places, each evaluator will also rank entries. In the case of a tie, those entries with the lowest ranks and highest scores will determine the final event placement.

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	●	

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.

Skill Demonstration Events

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COMPETITIVE 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 by November 1 and must register online when registering for Cluster Meeting. Registrations are first-come, first-served until the event is full.

Name of Event	Categories	Event Prerequisite	Individual Entries per Chapter
Consumer Math Challenge	Junior	None	3
	Senior		3
	Occupational		3
Culinary Chicken Fabrication	Senior	Culinary Arts occupational training program or Family and Consumer Sciences course preparing for a career in culinary arts or hospitality	3
	Occupational		3
Culinary Food Art	Senior		3
	Occupational		3
Culinary Knife Skills	Senior		3
	Occupational		3
Culinary Math Challenge	Senior	None	3
	Occupational		3
FCCLA Creed Speaking & Interpretation	Junior	First year FCCLA member, through grade 9	3
Impromptu Speaking	Junior	None	3
	Senior		3
	Occupational		3
Speak Out for FCCLA	Junior	Completion of the Power of One Unit “Speak Out for FCCLA”	3
	Senior		3
	Occupational		3
Toys that Teach	Junior	None	3
	Senior		3
	Occupational		3

Awards

1st, 2nd, and 3rd place event winners will each receive a trophy during the Closing General Session of the National Cluster Meeting they are attending. All participants receive 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.
2. Participation is open to members who:
   - register and secure a participation slot prior to the registration deadline;
   - submit national affiliation on or before the deadline of November 1;
   - 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. Participants not staying at one of the official convention hotels will not be permitted to compete in Skill Demonstration Events unless they reside within 50 miles of the conference location.
3. Disqualification may occur when:
   - participants do not meet the November 1 affiliation deadline;
   - participants fail to arrive in a timely manner for orientation and to remain in the participant holding room;
   - failure to register for the National Cluster Meeting and 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. Each participant pays a fee to help cover event expenses—i.e., room rental, awards, and supplies. Skill Demonstration Event registration fees are nonrefundable.
5. 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.

Consumer Math Challenge

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.

CAREER CLUSTER/ CAREER PATHWAYS

- **Finance**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community and Family Connections**
2.0	**Consumer and Family Resources**

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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:
   - check-in
   - be given a brief overview of the event
   - answer any questions the participants may have.
2. Participants may not bring reference materials for use in the orientation or event.
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.
4. At the designated time, the event consultant will pass out the tests and answer sheets. Once instructed, participants will have up to 60 minutes to complete the 50 question test. 40 questions will be consumer math-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. 10 questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, **www.fcclainc.org.**
5. Participants are allowed to leave the event room once they have turned in their test, but may not return to the room until the event has been completed.
6. Scored tests will not be returned to the participants.
7. Total time required for participation in this event is approximately 1 hour and 15 minutes including orientation and testing.

GENERAL INFORMATION

1. The event is a test event given in a classroom setting style with tables and chairs to accommodate participants.
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. 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. Participants should follow the approved conference dress code for participation in this event.
6. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

Culinary Chicken Fabrication

Culinary Chicken Fabrication, an individual event, will showcase the best of participants' knife skills. Participants will safely fabricate a chicken into eight pieces, meeting industry standards and demonstrating proper safety and sanitation procedures.

CAREER CLUSTER/ CAREER PATHWAYS

- **Hospitality and Tourism**

Connection to National Standards for Family and Consumer Sciences

1.0	Career, Community and Family Connections
8.0	Food Production and Services
9.0	Food Science, Dietetics, and Nutrition

EVENT CATEGORIES

Senior: grades 10–12
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. 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 (such as ProStart®, C-Cap). Students enrolled in food and nutrition courses in Family and Consumer Sciences comprehensive programs are not eligible. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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
   - present tools and equipment for an equipment check, including the properly stored raw poultry (per event specifications).
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, their equipment, and their properly stored chicken (see event specifications.)
5. At the designated time, participants will have 5 minutes to set up the work station, 20 minutes to fabricate and present the chicken, and 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 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. 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. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

CULINARY CHICKEN FABRICATION

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. Participants have 5 minutes to set up their work area, and 5 minutes to clean the work area upon completion of the parted chicken.
Temperature	Food products are held and served at the appropriate temperature. Evaluators will test product temperature upon inspection of the product and upon product plating. Temperature shall not exceed 40 degrees Fahrenheit.

Chicken Fabrication

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 without having excessive waste.

Equipment, Tools, and Techniques	Use proper equipment, tools, products, vocabulary, and techniques. Participant must provide all tools and equipment needed for this event. The following tools are allowed: Knives—8” French, paring, boning, cleaver; cutting board and mat; sanitation buckets, solution, towels, water; gloves; 2 full-size hotel pans; plastic wrap; parchment paper and pen. No additional tools or equipment will be provided or allowed. Participant will supply one (1) 4.5–5.0 pound chicken for fabrication. The chicken must be whole and in the original, unopened package. Evaluators will inspect the chickens prior to competition.
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 the parted chicken 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.

Chicken Fabrication	Each participant is required to fabricate one (1) whole chicken into eight (8) standard pieces of two (2) each of breast, thigh, leg, and wings. Breasts must be deboned and skinned.
Overall Product Appearance and Presentation	Upon completion of fabrication, chicken and all waste should be displayed in one hotel pan over ice. All pieces must be labeled (identifying the piece) and categorized (white or dark meat), using the pen and parchment paper. All cuts are made correctly—clean cuts are made through joints and both halves of chicken are cut uniformly.

CULINARY CHICKEN FABRICATION

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 Chicken Fabrication. Any additional items will not be allowed for competition and must be removed from the participant's supplies.

- ☐ Properly stored chicken (thermometer, storage container, 4.5–5 lb. chicken, in original, unopened package)
- ☐ 8" French knife
- ☐ Paring knife
- ☐ Boning knife
- ☐ Cleaver
- ☐ Cutting board and mat
- ☐ Sanitizer (bucket/solution)
- ☐ Towels
- ☐ Water (station and ice will be provided in the competition room)
- ☐ Gloves
- ☐ 2 full-sized hotel pans
- ☐ Plastic wrap
- ☐ Parchment paper
- ☐ Pen
- ☐ Small compost/waste bucket or bowl (not in event specifications but allowable)

Event Consultant/Volunteer Initials __________

Skill Demonstration Events
Point Summary Form
CULINARY CHICKEN FABRICATION

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 paper clip all items related to the participant together. Please do **NOT** staple.
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, or did not bring necessary supplies/equipment at that time	**5** Arrived on time for participant orientation/ holding room with all necessary supplies/ equipment	
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**

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 ________ Evaluator 2 ________ Event Consultant ________

CULINARY CHICKEN FABRICATION

Rubric

Name of Participant____

State _______________Participant # _________________________ Category ________________________________

SAFETY AND APPEARANCE (0 to 35 possible points)

				Points
Clothing and Appearance 0–5 points	**0-1-2** Non-professional appearance, attire attire and/or grooming	**3–4** Neat appearance, attire and grooming, but lacks professionalism	**5** Professional appearance, attire and grooming	
Safety 0–10 points	**0-1-2-3-4** Disregard of safety creating unsafe situation during preparation	**5-6-7-8** Shows minimal safety concerns during preparation	**9-10** Follows all safety practices	
Sanitation 0–10 points	**0-1-2-3-4** Unsanitary situation creates unsafe product situation during preparation	**5-6-7-8** Shows minimal sanitation concerns during preparation	**9-10** Follows all sanitation practices	
Preparation Temperature 0–10 points	**0** Food items not held/handled to maintain proper temperature	**5** Some food items not held/handled to maintain proper temperature	**10** All food items were held/handled at proper temperatures	

FOOD PREPARATION (0 to 20 possible points)

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 (0 to 35 possible points)

Overall Product Appearance and Presentation (consistent, creative presentation, 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	
Chicken Fabrication 0–10 points	**0-1** None cut uniformly or to industry standards	**2–3–4** One or two pieces cut uniformly, minimal attempt made to debone and/or skin breast	**5–6–7–8** Most pieces cut uniformly, made cleanly, breasts deboned and skinned to industry standards	**9–10** Both halves cut uniformly, clean cuts made through joints, breasts deboned and skinned to industry standards	
Knife Cuts 0–10 points	**0-1** Incorrect cut or not uniform in size or shape	**2–3–4** Some assigned techniques but little growth in skill/ performance	**5–6–7–8** Most of assigned techniques, some growth in skill/ performance needed	**9–10** All assigned techniques, student is competent in skill/performance	

VERIFICATION OF SCORE (please initial)

Evaluator 1 _________ Evaluator 2 _________ Event Coordinator _________

TOTAL
(90 points possible) ☐

Evaluator's Comments:

Culinary Food Art

Culinary Arts, 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.

CAREER CLUSTER/ CAREER PATHWAY

- **Hospitality and Tourism**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community and Family Connections**
8.0	**Food Production and Services**
9.0	**Food Science, Dietetics, and Nutrition**

EVENT CATEGORIES

Senior: grades 10–12
Occupational: grades 10–12

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. 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 (such as ProStart®, C-Cap. Students enrolled in food and nutrition courses in Family and Consumer Sciences comprehensive programs are not eligible. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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
   - 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.

5. 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.
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 40 minutes.

GENERAL INFORMATION

1. Table space, water, 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. Printable online certificates of participation will be available on the FCCLA 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. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

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 include but are not limited to: small chef's knife, vegetable peeler, paring knife, channel knife, zester fork, aspic cutters, 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. • carrot • celery • citrus (lemon, lime, or orange) • cucumber • kale (any variety) • mushroom (any variety) • peppers (any variety) • potato (any variety) • radish (any variety) • tomato (any variety) • zucchini or yellow summer squash 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/Scraps and Wasting of Supplies	Demonstrate careful planning for completing tasks efficiently. All scraps will be presented for evaluation of product waste.

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:

- ☐ Food Art Design (one 8½" x 11" paper)
- ☐ Up to 2 each of the 3–5 selected food items (page 25)
- ☐ Cutting board and mat
- ☐ Disposable gloves
- ☐ Prepared sanitizer
- ☐ 9" white paper plate
- ☐ Small compost/waste bucket or bowl
- ☐ Towels

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 paper clip all items related to the participant together. Please do **NOT** staple.
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):			

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

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)

Evaluator 1 ________ Evaluator 2 ________ Event Consultant ________

CULINARY FOOD ART

Rubric

Name(s) of Participant ____

State _______________ Participant # ______________________________ Category ______________________

SAFETY AND APPEARANCE (0 to 25 possible points)

				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 ART PREPARATION AND PRESENTATION (0 to 65 possible points)

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 demonstrates 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 Vegetables 0–5 points	**0–1** Not all of the vegetables were used in the food art presentation	**2–3** All 3 vegetables were used in the food art presentation	**4–5** All 3 vegetables 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 in approach to task, original		

VERIFICATION OF SCORE (please initial)

Evaluator 1 _________ Evaluator 2 _________ Event Coordinator _________

TOTAL
(90 points possible) ☐

Evaluator's Comments:

Culinary Knife Skills

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.

CAREER CLUSTER/CAREER PATHWAY

- **Hospitality and Tourism**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community and Family Connections**
8.0	**Food Production and Services**
9.0	**Food Science, Dietetics, and Nutrition**

EVENT CATEGORIES

Senior: grades 10–12
Occupational: grades 10–12

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 (such as ProStart®, C-Cap). Students enrolled in food and nutrition courses in Family and Consumer Sciences comprehensive programs are not eligible. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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
    - 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. Printable online certificates of participation will be available on the FCCLA 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. 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. The following are the only tools allowed: • vegetable peeler • paring knife • 8" or 10" French knife • cutting board and mat • parchment paper and pen • prepared sanitizer • towels • gloves • 1/2 sheet pan • small compost/waste bucket or bowl
Food Product	Participants must bring one each of each of the following vegetables: carrot, potato, onion.
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; tourney; rondelle; peel and small dice. *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

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 paper clip all items related to the participant together. Please do **NOT** staple.
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):			

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

EVALUATORS' SCORES

Evaluator 1 ___________ Initials ___________

Evaluator 2 ___________ Initials ___________

Total Score ___________ divided by number of evaluators

___________ = **AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE (please initial)

Evaluator 1 ________ Evaluator 2 ________ Event Consultant ________

CULINARY KNIFE SKILLS

Rubric

Name(s) of Participant ____

State ______________ Participant # ______________________________ Category ______________________

SAFETY AND APPEARANCE (0 to 25 possible points)

				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 (0 to 20 possible points)

				Points
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 (0 to 45 possible points)

					Points
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	**5–6–7** Correct cut, nearly all consistent in size	**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 1_________ Room Consultant _________ Lead Consultant _________

TOTAL
(90 points possible)

Evaluator's Comments:

Culinary Math Challenge

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.

CAREER CLUSTER/ CAREER PATHWAYS

- **Hospitality and Tourism**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community and Family Connections**

EVENT CATEGORIES

Senior: grades 10–12
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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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:
   - check-in
   - be given a brief overview of the event
   - answer any questions the participants may have.
2. Participants may not bring reference materials for use in the orientation or event.
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.
4. At the designated time, the event consultant will pass out the tests and answer sheets. Once instructed, participants will have up to 60 minutes to complete the 50 question test. 40 questions will be culinary math-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. 10 questions will be on general FCCLA knowledge, based on information found on the FCCLA national website, **www.fcclainc.org.**
5. Participants are allowed to leave the event room once they have turned in their test, but may not return to the room until the event has been completed.
6. Scored tests will not be returned to the participants.
7. Total time required for participation in this event is approximately 1 hour and 15 minutes including orientation and testing.

GENERAL INFORMATION

1. The event is a test event given in a classroom setting style with tables and chairs to accommodate participants.
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. 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. Participants should follow the approved conference dress code for participation in this event.
6. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

FCCLA Creed Speaking & Interpretation

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.

CAREER CLUSTER/ CAREER PATHWAYS

- **Arts, Audio/Video Technology & Communications**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community, and Family Connections**
6.0	**Family**
13.0	**Interpersonal Relationships**

EVENT CATEGORIES

Junior: through grade 9
New, 1st Year Members Only

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. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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.

GENERAL INFORMATION

1. A corded microphone may be provided if required by event facility set up. No additional set-up is provided.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. 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.

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

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 paper clip all items related to the participant together. Please do **NOT** staple.
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**

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _________ Evaluator 2 _________ Event Consultant _________

FCCLA CREED SPEAKING & INTERPRETATION

Rubric

Name(s) of Participant ______________________________

State ______________ Participant # ______________________ Category ______________

PRESENTATION (0 to 90 possible points)

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 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 and shook hands in a professional manner

Gestures/ Mannerisms 0–5 points	**0** None used	**1–2** Overuse of hand motions, too much movement or very	**3–4** Limited use of gestures, nervous 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 *audience*	**3–4** Inconsistent eye contact with *audience*	**5** Good eye contact with *audience*
Enthusiasm 0–5 points	**0** No enthusiasm for the presentation	**1–2** Very little use of facial expressions or body language. Did not generate much interest in topic	**3–4** Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced	**5** Facial expressions and and body language sometimes generate a strong interest and enthusiasm about the topic in others
Voice 0–5 points	**0** Monotone voice, no emphasis, 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, pitch, and articulation
Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were very distracting to the *audience*	**1–2** Tempo or pauses were not used to improve meaning or dramatic impact	**3–4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were 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 *audience* members	**3–4** Volume is loud enough to be heard by all *audience* members at least 80% of the time	**5** Volume is loud enough to be heard by all *audience* members at least 90% of the time
Clothing Choice 0–5 points	**0** Inappropriate clothing (jeans, t-shirt, tennis shoes)	**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
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

Creed Presentation Rubric (continued)

	0–1–2	3–4–5–6	7–8–9	10–11–12	13–14–15	Points
Interpretation and Responses to 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 do 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 1_________ Room Consultant _________ Lead 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.

CAREER CLUSTER/CAREER PATHWAYS

- **Arts, Audio/Video Technology & Communications**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community, and Family Connections**
13.0	**Interpersonal Relationships**

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
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. 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 those living more than 50 miles from the convention site 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 (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. 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 table top podium will be provided. A corded microphone may be provided if required by event facility set up.
2. Spectators are allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. Doing so will result in disqualification.
4. Printable online certificates of participation will be available on the FCCLA 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.
7. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

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.

Skill Demonstration Events
Point Summary Form
IMPROMPTU SPEAKING

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 paper clip all items related to the participant together. Please do **NOT** staple.
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):			

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

EVALUATORS' SCORES

Evaluator 1 ____________ Initials ____________

Evaluator 2 ____________ Initials ____________

Total Score ____________ divided by number of evaluators

____________ **= AVERAGE EVALUATOR SCORE**

VERIFICATION OF FINAL SCORE (please initial)

Evaluator 1 _________ Evaluator 2 _________ Event Coordinator _________

IMPROMPTU SPEAKING
Rubric

Name(s) of Participant ______________________________

State ____________ Participant # ____________________ Category ______________________

ORAL PRESENTATION (0 to 90 possible points)							Points
Introduction 0–5 points	**0** No obvious introduction	**1–2** Introduction not effective in capturing attention	**3–4** Somewhat creative and attention getting	**5** Introduction captured attention immediately			
Relationship to Family and Consumer Sciences Coursework and/or Related Careers 0–15 points	**0** No evidence of relationship to FACS coursework and/or career knowledge	**1–2–3** Minimal evidence of relationship to FACS coursework and/or career knowledge	**4–5–6** Some evidence of relationship to FACS coursework and/or career knowledge	**7–8–9** Knowledge of relationship to FACS coursework and/or career knowledge is evident but not shared	**10–11–12** Knowledge of relationship to FACS coursework and/or career knowledge is evident and shared	**13–14–15** Knowledge of relationship to FACS coursework and/or career knowledge 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 the topic	**4–5–6** Used 1 example of FCCLA purposes, programs, or activities in relation to the topic	**7–8–9** Used 2 examples of FCCLA purposes, programs, or activities in relation to the topic	**10–11–12** Used 3 or more examples of FCCLA purposes, programs, or activities in relation to the topic	**13–14–15** Used 4 or more examples of FCCLA purposes, programs, or activities in relation to the topic	
Purpose and Focus 0–5 points	**0** Purpose and focus is missing	**1–2** Purpose and focus is weak and difficult to figure out	**3–4** Purpose and focus is implied, but fairly clear	**5** Establishes a purpose early and maintains focus for most of presentation			
Idea Organization 0–5 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** Ideas mostly coherent but not clearly supported in project flow, portions are hard to follow	**5** Ideas mostly coherent and organized, project flow is easily followed			
Topic Development 0–5 points	**0** Presentation is not related to the chosen topic	**1–2** Very little relationship between presentation and chosen topic	**3–4** Presentation somewhat centers on chosen topic	**5** Topic is generally addressed and developed			
Summary/Ending 0–5 points	**0** Ending is abrupt, weak, or missing	**1–2** Ending is somewhat developed but does not provide closure	**3–4** Ending meets average audience expectations	**5** Ending is creative and closes the project well			
Delivery: Enthusiasm 0–5 points	**0** No enthusiasm for the presentation	**1–2** Very little use of facial expressions or body language. Did not generate much interest in topic being presented	**3–4** Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	**5** Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others			
Delivery: Tempo 0–5 points	**0** Tempo or pauses were used in such a way that they were very distracting to the audience	**1–2** Tempo or pauses were not used to improve meaning or dramatic impact	**3–4** Tempo or pauses were intentionally used but were not effective in improving meaning or dramatic impact	**5** Tempo or pauses were helpful in improving meaning or dramatic impact			
Delivery: Volume 0–5 points	**0** Unable to hear the presentation	**1–2** Volume often too soft to be heard by all audience members	**3–4** Volume is loud enough to be heard by all audience members at least 80% of the time.	**5** Volume is loud enough to be heard by all audience members at least 90% of the time			
Delivery: Eye Contact 0–5 points	**0** No eye contact with evaluators or audience	**1–2** Limited eye contact with the audience	**3–4** Inconsistent eye contact with the audience	**5** Good eye contact with the audience			
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)

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

VERIFICATION OF SCORE (please initial)

Evaluator _________ Room Consultant _________ Lead Consultant _________

TOTAL
(90 points possible) ☐

Evaluator's Comments:

Speak Out for FCCLA

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."

CAREER CLUSTER/ CAREER PATHWAYS

- **Arts, Audio/Video Technology & Communications**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community and Family Connections**

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Affiliation deadline: November 1.
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 those living more than 50 miles from the convention site 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 or display the 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 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.

5. Participants may use note cards.
6. Evaluators will score and write comments for each entry for approximately 5 minutes. The decision of the evaluators is final.
7. Total time required for participation in this event is approximately 20 minutes including testing, set up, presentation, and evaluator scoring.

GENERAL INFORMATION

1. A corded microphone may be provided if required by event facility set up. 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 allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. 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.
7. Terms in italics are defined in the glossary in the *National Competitive Events Guide.*

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 paper clip all items related to the participant together. Please do **NOT** staple.
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**

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

VERIFICATION OF FINAL SCORE (please initial)

Evaluator 1 ________ Evaluator 2 ________ Event Coordinator ________

SPEAK OUT FOR FCCLA
Rubric

Name of Participant(s) ____

State ________________ Team # ______________ Group # ____________ Category ______________________

ORAL PRESENTATION (0 to 60 possible points)					Points
Organization/ Delivery 0–10 points	**0–1–2** Presentation is not done or does not cover all of 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	**0–1–2–3** Very little effort to promote FACS and FCCLA	**4–5–6–7** Efforts to promote FACS and FCCLA did not include college and career readiness information	**8–9–10–11** Efforts to promote FACS and FCCLA included some college and career readiness information, and life skills	**12–13–14–15** Excellent promotion of FACS and FCCLA in terms of college and career readiness, as well as other life skills	
Use of the FCCLA Planning Process	**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	**0–1–2–3** 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	**0–1–2–3** 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** 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** 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 the presentation/appropriate conference attire	
Grammar/ Word Usage/ Pronunciation	**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** Did not answer evaluators' questions	**1–2** Responses to questions did not indicate adequate understanding of skills needed	**3–4** Responses to questions were appropriate and reflect good understanding of skills needed	**5** Responses to questions were appropriate and reflect excellent understanding of skills needed	

TOTAL
(90 points possible) ☐

Evaluator Initial ______________

Room Consultant Initial ______________

Event Consultant Initial ______________

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.

CAREER CLUSTER/CAREER PATHWAYS

- **Arts, Audio/Video Technology & Communications**
- **Education & Training**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

1.0	**Career, Community, and Family Connections**
2.0	**Consumer and Family Resources**
3.0	**Consumer Services**
4.0	**Education and Early Childhood**
16.0	**Textiles, Fashion, and Apparel**

EVENT CATEGORIES

Junior: through grade 9
Senior: grades 10–12
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. The number of entries will be determined by the conference facility and schedule.
2. Participation is open to any nationally affiliated FCCLA member. Affiliation deadline: November 1.
3. Participants must be registered to attend the National Cluster Meeting and those living more than 50 miles from the convention site 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 (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 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 corded microphone may be provided if required by event facility set up. 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 allowed to observe this event, as space allows. Participants may only observe after they have already presented.
3. Participants are not allowed to discuss the event with other participants or receive coaching from any spectators. 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.

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 paper clip all items related to the participant together. Please do **NOT** staple.
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

Evaluator 1 ________ Initials ________

Evaluator 2 ________ Initials ________

Total Score ________ divided by number of evaluators

________ = **AVERAGE EVALUATOR SCORE**

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 ________ Evaluator 2 ________ Event Consultant ________

TOYS THAT TEACH

Rubric

Name of Participant____

State ______________ Participant # ________________________ Category ____________________________

TOY DESIGN (0 to 30 possible points)					Points
Toy Design Worksheet 0–10 points	**0–1–2** Did not provide or not completed	**3–4–5** Minimal information, many grammar or spelling errors	**6–7–8** Completed with all required information, lacking detail, minor grammar or spelling errors	**9–10** Completed with all required information, details given, correct grammar and spelling	
Age Appropriateness/ Play Category 0–10 points	**0–1–2** Not age appropriate or does not address play category	**3–4–5** Limited age appropriateness or application to play category	**6–7–8** Generally age appropriate and addresses the selected play category	**9–10** 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	

ORAL PRESENTATION (0 to 60 possible points)					Points
Organization/ Delivery 0–10 points	**0–1–2** Presentation is not done or does not cover all of 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	
Knowledge of Child Development 0–10 points	**0–1–2** None shared or information shared was incorrect	**3–4–5** Minimal knowledge shared 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)

Evaluator _________ Room Consultant _________ Event Consultant _________

TOTAL
(90 points possible)

Evaluator's Comments:

Skill Demonstration Events

TOYS THAT TEACH

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

STAR Events—*Students Taking Action with Recognition*

Introduction

STAR Events

STAR Events (**S**tudents **T**aking **A**ction with **R**ecognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.

Family, Career and Community Leaders of America's (FCCLA) **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.

STAR Events encourage active student participation and recognize accomplishments of youth. 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.

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

Foundational Events: These events, which build basic leadership and life skills, are for FCCLA members who want to get involved and improve upon themselves.

Leadership Events: These events provide an opportunity for leaders to gain recognition for their work in their chapters. The event *content* is designed to be a chapter project led by the *team* who takes it to the competition.

Career Preparation Events: These events are for students interested in 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.

Online Events: have two participation levels. In Level I, participants submit their online, digital project for evaluation. In Level II, the twenty (20) highest scoring entries are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

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**—members work alone to accomplish specific goals
- **Competitive**—individual or team performance measured by an established set of criteria.

To compete in National STAR Events, members must have FCCLA national dues postmarked to FCCLA national headquarters by March 1 and participant registrations must be submitted from state advisers to FCCLA national headquarters by the national deadline.

List of STAR Events

- Advocacy
- Applied Math for Culinary Management
- Career Investigation
- Chapter Service Project Display
- Chapter Service Project Portfolio
- Chapter in Review Display
- Chapter in Review Portfolio
- Culinary Arts
- Early Childhood Education
- Entrepreneurship
- Environmental Ambassador
- Fashion Construction
- Fashion Design
- 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
- Sports Nutrition
- Teach and Train

Online STAR Events

- FCCLA Chapter Website
- Digital Stories for Change
- Virtual Poster
- National Outreach Project

2013–2014
National Programs

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

Career Connection is a program that guides youth to link their options and skills for success in families, careers, and communities.

FACTS—Families Acting for Community Traffic Safety is a national peer education program through which students strive to save lives educating adults and youth about traffic safety and supporting enforcement of local rules and regulations regarding community traffic 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.

Japanese Exchange is a scholarship opportunity for FCCLA members to travel to Japan for four-to-six weeks as an exchange student.

Financial Fitness is a national peer education program that involves youth teaching one another how to make, save, and spend money wisely.

Leadership Service in Action 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.

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 national peer education program that helps young people learn to eat right, be fit, and make healthy choices.

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, No Kid Hungry National Outreach Project, and Promote and Publicize FCCLA!, which reflect the efforts of other chapter members.

Event	Entries Per State	Individual Event		Team Event
Advocacy				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Postsecondary	Three	●	or	●
Applied Math for Culinary Management				
Senior	Two	●	or	●
Occupational	Two	●	or	●
Career Investigation				
Junior	Two	●		
Senior	Two	●		
Chapter Service Project Display				
Junior	Two			●
Senior	Two			●
Occupational	Two			●
Chapter Service Project Portfolio				
Junior	Two			●
Senior	Two			●
Occupational	Two			●
Chapter in Review Display				
Junior	Two			●
Senior	Two			●
Occupational	Two			●
Chapter in Review Portfolio				
Junior	Two			●
Senior	Two			●
Occupational	Two			●
Culinary Arts				
Occupational	One			●
Postsecondary	Three			●
Early Childhood Education				
Occupational	Two	●		
Postsecondary	Three	●		

Event	Entries Per State	Individual Event		Team Event
Entrepreneurship				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Environmental Ambassador				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Fashion Construction				
Senior	Two	●		
Occupational	Two	●		
Fashion Design				
Senior	Two	●		
Occupational	Two	●		
Postsecondary	Three	●		
Focus On Children				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Food Innovations				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Hospitality, Tourism, and Recreation				
Senior	Two	●	or	●
Occupational	Two	●	or	●
Illustrated Talk				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Interior Design				
Senior	Two	●	or	●
Occupational	Two	●	or	●
Postsecondary	Three	●	or	●

Continued next page

Event Information (continued)

Event	Entries Per State	Individual Event		Team Event
Interpersonal Communications				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Job Interview				
Senior	Two	●		
Occupational	Two	●		
Leadership				
Senior	Two	●		
Occupational	Two	●		
Life Event Planning				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
National Programs In Action				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Nutrition and Wellness				
Junior	Two	●		
Senior	Two	●		
Occupational	Two	●		

Event	Entries Per State	Individual Event		Team Event
Parliamentary Procedure				
Junior	Two			●
Senior	Two			●
Occupational	Two			●
Promote and Publicize FCCLA!				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Recycle and Redesign				
Junior	Two	●		
Senior	Two	●		
Occupational	Two	●		
Sports Nutrition				
Junior	Two	●	or	●
Senior	Two	●	or	●
Occupational	Two	●	or	●
Teach and Train				
Junior	Two	●		
Senior	Two	●		
Occupational	Two	●		
Postsecondary	Three	●		

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 twenty (20) 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
Digital Stories for Change				
Junior	One	●	or	●
Senior	One	●	or	●
Occupational	One	●	or	●
FCCLA Chapter Website				
Junior, Senior, or Occupational (may only choose one)	One	●	or	●

Event	Entries Per Chapter	Individual Event		Team Event
No Kid Hungry National Outreach Program				
Junior, Senior, or Occupational (may only choose one)	One	●	or	●
Virtual Poster				
Junior	One	●		
Senior	One	●		
Occupational	One	●		

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.

☐ 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 www.fcclainc.org/content/resources
  - ☐ 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 **www.fcclainc.org/content/resources.**

Checklist for Participants

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

☐ 2. Choose an event.

☐ 3. Read through the 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 topics, scenarios, or templates at www.fcclainc.org/content/resources

☐ 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.

Policies

DISQUALIFICATION

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

1. Failure to send dues to national headquarters by March 1 (postmark date). 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. For Culinary Arts and Parliamentary Procedure participants only: Failure to attend participant orientation.
4. 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.
5. 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 for the duration of the conference (Sunday-Wednesday nights). 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, unless they reside within 30 miles of the conference location.

DRESS POLICY

Student dress should contribute to the positive, *professional* image of FCCLA. STAR Events participants are expected to adhere to the published dress code for all general sessions, workshops, and the STAR Events Recognition Session. 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. 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 or school, 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 or school.

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 and are nationally affiliated members of Family, Career and Community Leaders of America 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 March 1 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.
- 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.

MEMBERSHIP

To participate in STAR Events, all participants must be affiliated nationally as a member of an FCCLA chapter. Dues must be postmarked by March 1 and sent to the national office for participants to be eligible for national STAR Events competition. The national office will verify membership affiliation for all participants before they are permitted to participate. The March 1 national postmark deadline exists to prevent students from joining only after they know they have an opportunity to participate in national competition. Membership in Family, Career and Community Leaders of America® (local, state, and national associations) is not official until national dues are received at national headquarters. Membership begins with national affiliation.

Students should not be allowed to participate in state events unless national dues are paid. Students who have not paid their dues by March 1 are not eligible to participate in the national STAR Events unless they pay the affiliation fee and the late membership fee by June 1. Please note: State dues deadlines may be earlier than the national deadline.

A STAR Events participant can avoid disqualification caused by late payment of national dues by paying a late processing fee, plus state and national dues, plus the STAR Events registration fee. An affiliation form, check, and STAR Events Late Membership Form must be sent to the national office postmarked by June 1 of the current year. The proper forms will be sent to the state adviser on request and must be submitted and signed by the state adviser. It is the responsibility of the chapter adviser and state adviser to ensure late dues have been paid by June 1.

Participants must participate in the same membership category (comprehensive or occupational) as indicated by that member's name on the affiliation form. STAR Events membership transfer forms are available only for participants who have transferred in or out of an occupational program, are transferring chapters, have graduated and or transferring to a postsecondary chapter, or were mistakenly affiliated incorrectly. Forms are available at **www.fcclainc.org/content/resources.** Any transfers received after March 1 are considered late membership affiliations and are charged an additional processing fee.

Ensure that the registration and affiliation for local, regional, or state events is sent if by the state's deadline.

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.

National Membership Regions

Use the national FCCLA membership regions in STAR Events that require this information.

Central Region

Illinois
Indiana
Iowa
Kansas
Kentucky
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

North Atlantic Region

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont
West Virginia

Pacific Region

Alaska
Arizona
California
Colorado
Guam
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

Southern Region

Alabama
Arkansas
Florida
Georgia
Louisiana
Mississippi
North Carolina
Oklahoma
Puerto Rico
South Carolina
Tennessee
Texas
Virginia
Virgin Islands

Eligibility and General Rules for All Levels of Competition

1. Participation is open to any nationally affiliated FCCLA chapter member. Events may have additional eligibility requirements.
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.
5. An individual member may participate in only one national STAR Event in any given year.
6. State and chapter advisers should ensure that identical presentations of the same project are not entered into STAR Events multiple years.
7. 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.
8. 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.
9. Chapters are allowed to enter only one entry in Chapter in Review Display and one entry in Chapter in Review Portfolio per category.
10. Chapters are allowed to enter only one entry in No Kid Hungry National Outreach Project.
11. Chapters are allowed to enter only one entry in FCCLA Chapter Website.
12. Chapters are allowed to enter the same project in both the No Kid Hungry National Outreach Projects and the Chapter Service Project events. Participants must follow specific event guidelines.
13. 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.
14. Participants are to maintain a *professional* appearance and attitude during all STAR Events activities.
15. Participants are responsible for their own event materials. Any items left behind are not the responsibility of FCCLA and may be discarded.
16. STAR Events *resources* (topics, scenarios, templates, etc.) can be found online at www.fcclainc.org/content/resources.

    💻 Look for this icon next to events which have *resources* on the FCCLA National Website.
17. For Fashion Construction, Fashion Design, and Recycle and Redesign events, garments not acceptable include: lingerie, swimsuits, or clothing that would not meet acceptable standards of modesty/appropriateness for a school function or setting.
18. If a participant fails to adhere to event guidelines or event definition, or prepares an item not based on the *current* event scenario, then the sample/*display*/project is ineligible for evaluation. The participant will still be able to compete with an oral presentation if they choose to do so, and will only be scored on the oral presentation.
19. Participants may present in front, behind, or beside the designated table or space. Participants may not place items on the consultant or evaluator tables.

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

Evaluation *teams* are composed of youth and adults who are selected for their expertise in a specific event area. Business and industry provide some of the evaluators. Other adults and student evaluators/room consultants are nominated by state advisers. 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.

Requirements/Policies for National Leadership Conference Participants

Award Decisions

The decisions of the evaluators are final.

Conference Registration and Lodging

National STAR Events participants are required to be registered for the full week during the National Leadership Conference and to stay at one of the official conference 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, unless they reside within 30 miles of the conference location. A list of official convention hotels is in the National Leadership Conference December Release posted online at www.fcclainc.org.

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 11:59 p.m. February 1.

States with state competitions on or prior to April 24 must submit all STAR Events registrations online to FCCLA national headquarters by May 1.

States with state competitions on or after April 25 must submit all STAR Events registrations online to FCCLA national headquarters by May 15.

Late registrations without an approved extension will be accepted until May 15 with an additional $100 fee per event/category. Registrations will be accepted after May 15 until the National Leadership Conference for an additional fee of $200 per event/category.

Substitutions will be accepted until June 1, as long as eligibility requirements are met and national membership verification and fees are submitted prior to the June 1 late membership deadline. A fee will be charged for substitutions. All substitutions must occur within the same event and category.

National Participation Schedule

A tentative competition schedule will be posted on the FCCLA national website in March. Specific instructions concerning event registration, orientation, and participation will be posted by June 1. Participants without Internet access may request from national headquarters 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. A democratic method (drawing numbers, random assignments, etc.) is used to determine the schedule. 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. If the chapter adviser is not available during the specified time(s), they may request their packet be released to their state adviser or other designated adult. At this time the chapter adviser or designee will:

- Confirm participant attendance
- Receive participant information, which may include ribbons, participation times, specific event materials, and recognition session information
- Sign acknowledgement of receipt of materials.

* Note: Registration for the National Leadership Conference is separate, and available for pickup at the National Leadership Conference Registration Desk.

Any packets not picked up 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 returned to the Competitive Events Information Center. Chapter advisers may pick up these materials during normal Competitive Events Information Center hours.

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

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

Orientation Sessions

Culinary Arts and Parliamentary Procedure participants are required to attend their event orientation/test session.

All other participants will receive 2 points for attending their event orientation session.

During this session the lead consultant will review the STAR Events schedule, review participant's responsibilities, describe and clarify the evaluation procedure and event schedule, and describe and clarify what will happen during the presentation time.

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

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 Information Center.

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, awards, 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 December Release. STAR Events fees are nonrefundable.

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
   - 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. 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 entire National Leadership Conference schedule.
6. Submit STAR Events participant names and STAR Events registration fees by the May 1 or May 15 deadline. Substitutions of names/entries will be accepted until June 1though will require a substitution fee. (see National STAR Events Registration Deadlines)
7. Confirm participant registration from information sent by FCCLA national headquarters in late May. Make any necessary changes to spelling, addresses, special needs, display event specifications, etc., no later than June 10.
8. State advisers are key in identifying qualified evaluators, room consultants, and event volunteers – both youth and adults. Because STAR Events operate on a limited budget, unpaid volunteers are essential. States are responsible for providing one evaluator and/or room consultant for every three event participants. Refer to the STAR Events Management Manual for evaluator's and room consultants' specific duties. Ensure volunteers fulfill their duties onsite.
9. Enforce national policy on behavior at the national conference. (See Disqualification section.)
10. Submit in writing to the national organization if any participant has been disqualified or removed from participation after being registered on the national level, prior to the National Leadership Conference.
11. Collect participant rubrics at the Competitive Events Information Center following the STAR Events Recognition Sessions.

STAR Events Dates to Remember

December

National Leadership Conference Release is posted at www.fcclainc.org – see the competitive events section of the release for information related to National Leadership Conference.

February 1

Online STAR Events, Level I entry deadline.

March 1

National membership affiliation deadline (postmark date) *State deadlines may be earlier.*

Membership transfer deadline—membership transfers received after March 1 are charged a $50 processing fee.

National Leadership Conference Release is posted at www.fcclainc.org – see the competitive events section of the release for information related to National Leadership Conference.

March 15

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

May 1

States with state competitions on or prior to April 24: participant registration and fees deadline of May 1, 11:59 p.m. EDT. Registrations submitted after this date without prior approval of a state registration extension will incur a late fee.

May 15

States with state competitions on or after April 25: participant registration and fees deadline of May 15, 11:59 p.m. EDT. Registrations submitted after this date without prior approval of a state registration extension will incur a late fee.

May 15

Evaluator and Room Consultant nomination deadline. States must submit one evaluator or room consultant for every three STAR Events participants registered.

May 1–15

Late participant registration deadline—additional fee of $100 per event/category registration.

May 15–June 1

A $10 substitution fee will be assessed for all participant substitutions made during this time period. Students substituted after May 15 will not be guaranteed a certificate. Substitutions submitted after June 1 are considered new registrations and incur an additional $200 late fee.

May 16

Registrations received after the May 15 late participation registration deadline will incur an additional $200 late fee per event/category registration. Students registered after May 15 will not be guaranteed a certificate.

June 1

Late membership affiliation form and payment received deadline.

June 1–15

Participation and scheduling information for STAR participants and volunteers will be posted online at www.fcclainc.org. Participants will also receive a postcard directing them to go to the FCCLA national website. It is important that participants, advisers, and volunteers read all information mailed, emailed, or posted online at www.fcclainc.org.

National Leadership Conference Release is posted at www.fcclainc.org—see the competitive events section of the release for information related to National Leadership Conference.

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.

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 www.fcclainc.org/content/resources to download a blank FCCLA Planning Process template.

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.

Events

FOUNDATIONAL

Career Investigation 80
Entrepreneurship 86
Environmental Ambassador 92
Focus on Children 99
Illustrated Talk 105
Interpersonal Communications 111
Job Interview 118
Leadership 124
Life Event Planning 133
Nutrition and Wellness 141
Parliamentary Procedure 148
Recycle and Redesign 157

Foundational Events: These events, which build basic leadership and "life skills," are for FCCLA members who want to get involved and improve upon themselves.

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

See page 61 for more information on event categories.

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*). 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 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	35 minutes

PRESENTATION ELEMENTS ALLOWED

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

* Visual 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 *divider pages* and tabs, must fit within the cover., be one-sided, and may not contain more than 36 pages. 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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.

(continued next page)

Up to 25 8 ½" x 11" pages or 35 slides	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.

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(s) ______________________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** Attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not/all required pages are present or completed correctly	**1** Portfolio contains no more than 36 single-sided pages or 47 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • 1 Project Summary Submission Proof page or slide • Up to 7 divider pages or slides • Up to 25 content pages or 35 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

PORTFOLIO

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	
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 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 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 FACS or academic coursework	**3** Samples of FACS and academic coursework are provided	**4** Explanation and documented evidence of how school work will be used 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 FACS	**1** Brief explanation provided of FACS 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 FACS coursework and standards to selected career is briefly explained	**5** FACS coursework and standards are explained thoroughly and related to selected career	
Career Planning 0–5 points	**0** No actual career goal stated	**1** Briefly explained career goal	**2** States career goals but no plan for achieving goals	**3** Brief explanation of career goal and how to achieve the goal	**4** States career goal that includes plan for education/ training and other activities for achieving goals	**5** States career goal and plan that includes thorough plan and explains how activities will enhance possibilities for achieving goal	
Works Cited/ *Bibliography* 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
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 correct grammar	**3** Neat, legible, professional, correct grammar and spelling used with effective organization of information			

Career Investigation Rubric (continued)

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely but does not flow well	**9–10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of 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 shared 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 FACS	**1** Minimal evidence of career knowledge and FACS coursework	**2** Some evidence of career knowledge	**3** Knowledge of career and FACS coursework but not shared	**4** Knowledge of career and the relationship to FACS is evident and shared	**5** Knowledge of career and FACS relationship is evident and explained well	
Use of Portfolio during Presentation 0–5 points	**0** Portfolio is 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 Initial ______________

Room Consultant Initial ______________

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 61 for more information on event categories.

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*). 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 minute 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 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation	15 minutes	15 minutes prior to presentation	1-minute warning at 19 minutes; stopped at 20 minutes	5 minutes	Table	Not provided	45 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 64 pages, as described below. 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–10	*Divider Pages* or Sections	Use up to 10 divider/section pages or slides. 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 philosophy statement. Describe services provided, hours of operation, demographics served, and business feasibility (including *community* survey data or market research).
	Facility	Describe 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.
	Personnel Management	Describe hiring procedures, salaries and benefits, policies and procedures, and evaluations/appraisals. Include all applicable forms and records.
	Funding 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.)
	Advertising and Recruitment	Describe advertising plan (including special events), and include sample advertisements.
	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 minute 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(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**		
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 64 single-sided pages or 75 slides 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 page or slide • Up to 10 divider pages or slides • Up to 50 content pages or 60 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality	**0**	**1**	

ROOM CONSULTANT TOTAL
(10 points possible) ☐

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ **= AVERAGE EVALUATOR SCORE**

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 ________

ENTREPRENEURSHIP
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category _____

PORTFOLIO							**Points**
Planning Process Summary Page 0–5 points	**0** Portfolio is missing Planning Process page	**1** Few steps in the Planning Process are presented	**2** Most steps in the Planning Process are addressed	**3** Planning Process is present and addresses steps	**4** Planning Process is utilized to plan the project. Most steps are explained	**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. Executive summary lacks clarity	**4** Business Description adequately addresses all components of business	**5** Business Description accurately addresses type of of business. Executive summary is concise and well written	
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 a professional rendering of any space needed for business. Utility needs are included on drawing. Other site needs are shown. A comprehensive emergency plan is included. Plan for 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 on appropriate forms	**4** Supply and equipment list is comprehensive and contains future needs	**5** Supply and equipment list contains all supplies and needs for every *Function of Business.* Maintenance and repair lists are part of maintenance plan.	
Organizational Chart 0–5 points	**0** Organizational chart is not included	**1** No tasks are described	**2** Organizational chart missing components	**3** Organizational chart shows all needed workforce	**4** Organizational chart is developed for *current* business needs. Job descriptions meet the *current* needs of the business	**5** Organizational chart lists all Key Employees and Officers of the Business. Human Resources Plan addresses *current* and projected business needs, including job descriptions	
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 knowledge of types and sources of funding, fees 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
Budget 0–5 points	**0** Budgetary listing of financials is missing	**1** Tax codes are not cited	**2** Budget meets some requirements. Tax information is missing	**3** Budget lists all elements, including income, expenditures, accounting procedures, and tax information. Some forms are included	**4** Budget contains *all* forms listed for operation of the business, including income and expense statements, accounting procedures and tax information	**5** 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	**0** Evidence is missing	**1** Portfolio does not include health, environmental, fire, insurance, and zoning regulations and codes are not included	**2** Portfolio contains some copies of required laws, regulations, and codes	**3** Portfolio contains all copies of required codes	**4** Portfolio contains all applicable sections of the laws, regulations, and codes. Appropriate governmental contacts are given	**5** Portfolio contains all applicable sections of laws, regulations and codes, citing and cross-referencing the relevant section in the appropriate plans	
Advertising and Recruitment 0–5 points	**0** Not evident	**1** Presentation has a limited Marketing/Advertising Plan	**2** Marketing/Advertising plan does not adequately cover promotional techniques. Advertisements do not promote business	**3** Marketing/Advertising plan covers all types of advertising. Advertisements promote business	**4** Marketing/Advertising plan covers all types of advertising. Different themes are demonstrated	**5** Marketing plan covers all types of advertising, including electronic. Sample ads carry out a promotional theme. All elements of promotion are included	
Works Cited/ *Bibliography* 0–3 points	**0** No resources listed	**1** Incomplete list of resources/resources listed are not current or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, and professional, correct grammar and spelling used; effective organization of information			
ORAL PRESENTATION							
Organization/ Delivery 0–10 points	**0** Presentation is not done or 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 shared 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 is 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, visuals and portfolio	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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: **Evaluator Initial** ________ **Room Consultant Initial** ________

TOTAL ☐
(90 points possible)

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 *current* topics, investigate areas where they can make a difference, develop and carry out a *stewardship 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 61 for more information on event categories.

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*. The participant must make the *electronic portfolio* accessible to evaluators.
4. The oral presentation **may be up** to 15 minutes in length. A one-minute warning will be given at 14 minutes. Participant(s) will be stopped at 15 minutes.
5. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Visual 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.

(continued next page)

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

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

* Visual 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 72 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.
5. 💻 The five *current* environment issues will be posted on the STAR Events Resources page of the FCCLA national website by September 1.

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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 45 pages, as described below. 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 56 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, FCCLA national region, 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 *Stewardship Project* Summary Submission 💻	Participants should complete the online *stewardship project* summary form located on the STAR Events resources page of the FCCLA national website and include proof of submission in the *portfolio*.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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*	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 Multiplication of *Stewardship Project*	The *stewardship project* should creatively combat the environmental concern as well as lend itself to active engagement with more people and/or duplication by others.
	Overall Consciousness of *Stewardship Project*	The *stewardship 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 *Stewardship Project*	Evidence that participant(s) evaluated their *stewardship 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.

(continued next page)

Up to 35 pages or 45 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 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** 15 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. *Visual 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/ 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
ENVIRONMENTAL AMBASSADOR

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** Attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not/all required pages are present or completed correctly	**1** Portfolio contains no more than 45 single-sided pages or 56 slides 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 page or slide • Up to 7 divider pages or slides • Up to 34 content pages or 44 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 ________

ENVIRONMENTAL AMBASSADOR

Rubric

Name of Participant(s) ____

Chapter ______________________________ State______ Team # ________ Group # ______ 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 the topic	**4** Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	**5** Research is current, from current, from 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 Multiplication of Stewardship Project 0–10 points	**0** No stewardship project completed	**1–2** Stewardship project did not address concern	**3–4** Stewardship project addressed the concern	**5–6** Stewardship project effectively addressed concern and is easy for others to duplicate	**7–8** Stewardship project creatively and effectively addressed the concern, reached a few other people, and is easy for others to duplicate	**9–10** Stewardship project creatively and effectively addressed the concern, reached a large number of people and is easy for others to duplicate	
Overall Consciousness of Stewardship Project 0–4 points	**0** No regard for environmental responsibility in stewardship project execution		**1** Materials, resources, and activities used for the stewardship project were somewhat wasteful		**2** Most materials, resources, and activities used for the stewardship project were chosen with respect to their environmental impact	**3** Materials, resources, and activities used for the stewardship project were thought out and chosen and showed a throrough knowledge of environmental responsibility	
Evaluation of Stewardship 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 at least 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	

Environmental Ambassador Rubric (continued)

							Points
Effectiveness of Educational Presentations 0–5 points	**0** No evidence of presentation effectiveness provided	**1** Limited evidence of presentation effectiveness provided	**2** Detailed evidence of presentation effectiveness provided	**3** Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	**4** Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared.	**5** Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared.	
Connection to Family Consumer Sciences 0-5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of content area	**5** Explained fully with evidence of mastery of the content area	
Works Cited/ *Bibliography* 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization			

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	
Knowledge of Environmental Concern 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in the 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 are not used during presentation	**1** Portfolio and visuals are used during to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation portfolio and visuals	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 Initial ______________

Room Consultant Initial ______________

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

See page 61 for more information on event categories.

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

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 prior to event planning and preparation.
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.

(continued next page)

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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. 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; may include participant's name(s), chapter name, school, city, state, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website 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 measureable 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(s) ____

Chapter ______________________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
***Display* Set-up** 0–1 points	**0** Participants did not set up their display within the allotted time period	**1** Participants set up display during the allotted time period	
***Display* Dimensions** 0–1 Points	**0** Does not fit within 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 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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	
Addresses a Specific Need 0–5 points	**0** Project did not address a specific child development need	**1** Project did not 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 not 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 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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project well with a seamless and logical delivery	
Identify Concerns 0–5 points	**0** No evidence of concerns	**1** A limited explanation of concerns was given	**2** Evidence of several concerns but no research or data given as reference	**3** Evidence of 2 or more concerns were generated with some data	**4** Evidence of 2 or more concerns were generated from current research and data	**5** Much evidence and data included on identifying concerns	
Set a Goal 0–5 points	**0** No goal was evident	**1** Goal set was not attained or achievable in the time frame of the project	**2** The goal was not clearly defined	**3** Goal was defined in a limited manner	**4** The goal was clearly defined, explained in detail, and partially measurable	**5** Goal was explained, desired outcome was understood, and measurable	

Focus on Children Rubric (continued)

							Points
Form a Plan 0–5 points *Elements: who what, where, when, and how*	**0** Not evident	**1** Most elements were not clearly defined	**2** 3 or more elements were not clearly defined	**3** 2 elements were not clearly defined	**4** 1 element was not clearly defined	**5** All elements were clearly defined of your plan: who, what, where, when, and how	
Act 0–5 points	**0** No evidence	**1** Action was limited	**2** The activity was was acted upon but it was not clear	**3** Action was explained, plans were limited	**4** The activity was acted upon to meet the goal	**5** Action and plans included evidence of support from partners and collaborators	
Follow-Up 0–5 points	**0** No evidence	**1** No clear understanding if the goal had been met or there were no notations of what improvements were needed	**2** There were no notations of what ideas went well and what improvements were needed	**3** Limited methods for evaluation were noted	**4** Determination if the goal and concerns were met was noted	**5** Evaluation methods were extensive and and varied. Notations of what went well and ideas for improvement were noted	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared 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 Display during Presentation 0–5 points	**0** Display is not used during presentation	**1** Display is used to limit amount of speaking time	**2** Display is used minimally during presentation	**3** Display is incorporated throughout presentation	**4** Display is used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

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 61 for more information on event categories.

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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	5 minutes	5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	25 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Project Identification Page	One $8\frac{1}{2}$"x 11" page on *plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name and title of Illustrated Talk.
FCCLA *Planning Process* Summary Page	One $8\frac{1}{2}$"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 STAR Events Resources page of the FCCLA national website and include proof of submission in the file folder.
Documentation of Three Prior Presentations of the Illustrated Talk to Different *Audiences*	Document three (only 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 which should be 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.

Visuals/Props

Visuals/props may include posters, charts, slides, transparencies, 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	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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**			
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended		
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*)	**2** File Folder is presented with correct labeling and sufficient evaluators • Project ID Page • Planning Process Summary • Project Summary Submission Proof • Prior Presentation Documentation • Works Cited	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly		
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present		
Punctuality 0–1 points	**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**

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(s) ______________________________

Chapter ______________________ State______ Team # ________ Group # ______ 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** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style		**3** Complete list of appropriate resources, in MLA or APA style	

ORAL PRESENTATION							
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	
Relationship of Family and Consumer Sciences Coursework and/or Related Careers 0–10 points	**0** No evidence of relationship to FACS coursework and/or career knowledge	**1–2** Minimal evidence of relationship to FACS coursework and/or career knowledge	**3–4** Some evidence of relationship to FACS coursework and/or career knowledge	**5–6** Knowledge of relationship to FACS coursework and/or career knowledge evident but not shared	**7–8** Knowledge of relationship to FACS coursework and/or career knowledge is evident and shared	**9–10** Knowledge of relationship to FACS coursework and/or career knowledge is evident and explained well	
Knowledge of Subject Matter 0–10 points	**0** Did not mention any methods and techniques	**1–2** Minimal evidence of knowledge	**3–4** Some evidence of knowledge	**5–6** Evidence of knowledge, but not used effectively in the presentation	**7–8** Evidence of knowledge. Presentation is enhanced by participant's knowledge	**9–10** Evidence of thorough knowledge. Effective presentation of *current* data and information to support viewpoints and issues of concern.	
Methods or Techniques to Address the Issues of Concern 0–10 points	**0** Did not mention any methods and 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 these 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 but 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 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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery	

Illustrated Talk Rubric (continued)

					Points
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

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

VISUALS/PROPS

					Points
Effectively Illustrate Content 0–5 points	**0** Visuals not provided	**1–2** Visuals are weak in supporting the presentation	**3–4** Visuals support the presentation but do not complement the *content*	**5** Visuals support and complement the presentation	
Creativity to Enhance Presentation 0–5 points	**0** Visuals not used during the presentation	**1–2** Visuals not original, lacking appeal	**3–4** Somewhat original and appealing	**5** Highly original, very appealing	

							Points
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	

Evaluator's Comments:

TOTAL ☐

(90 points possible)

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 61 for more information on event categories.

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).

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	File Folder, Oral Presentation	5 minutes set up/ 10 minutes case study	5 minutes prior to presentation	5 minutes/ 5 minutes case study	5 minutes	Table, blank note cards	Not provided	35 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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 in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

Project Identification Page	One $8\frac{1}{2}$" x 11" page on *plain paper,* with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, 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 $8\frac{1}{2}$" 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 STAR Events Resources page of the FCCLA national website 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 measureable 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.

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 solutions that are feasible and suitable 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(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**		
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended		
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*)	**2** File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Project Summary Submission Proof • Works Cited	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly		
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present		
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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** Incomplete list of resources/ resources listed are not *current*	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources in MLA or APA style			

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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project 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, 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 includes 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** Not evident	**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** Project rationale is thorough, a compelling and urgent need and and well documented	
Use of Appropriate Techniques 0–5 points	**0** No evidence	**1** Participants understand 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 and can apply various communication techniques	**5** Participants effectively apply techniques that are effective and appropriate	

Interpersonal Communications Rubric *(continued)*

	0	1	2	3–4–5	6–7–8–9–10	Points
Impact on Interpersonal Communications 0–10 points	Not evident	Participants show a limited knowledge of the impact of interpersonal communications with their project	Participants show areas of interpersonal communication that were strengthened by the project	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 the ideas, perspectives, and ■ apply the roles of decision making and problem solving in reducing and managing conflict.	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 of opposing points of view regarding current ethical issues.	

	0	1	2	3	4	5	Points
Relationship to FCCLA Purposes and FACS 0–5 points	Not evident	Connection to FACS and FCCLA is mentioned	Connection to FACS and FCCLA understood	Connection to FACS and FCCLA understood and clearly communicated by participants	Participants understand and connect the FCCLA purposes and FACS classes or content areas	Participants understand the connections and know standards, Purposes and FACS content thoroughly	

	0	1	2	3	Points
Voice—pitch tempo, volume 0–3 points	No voice qualities are used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	Body language shows nervousness and unease/ inappropriate clothing	Body language shows minimal amount of nervousness/ clothing is appropriate	Body language is good and clothing is professional	Body language and clothing choice both enhance the 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	

CASE STUDY

	0	1	2	Points
Presentation 0–2 points	No case study presentation is made	Case study response is limited in scope	Case study responses indicate an understanding of the concepts and issues	

	0	1	2	3	4	Points
Knowledge of Communication Techniques 0–4 points	Not evident in explanations	Knowledge of communication techniques is limited	Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques	Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management	Knowledge of communication techniques is explained in detail. Apply ethical principles of communication	
Appropriate Solutions 0–4 points	Not evident	Participants share a limited response to one or two solutions	Participants share feasible and suitable solutions	Participants share many feasible and suitable solutions	Participants share extensive suitable solutions and insights	

	0	1	2	3	Points
Responses to Evaluators' Questions 0–3 points	Not evident	Did not answer questions	Answers show a limited understanding	Answers are in depth and thorough	

Evaluator's Comments:

TOTAL ☐
(90 points possible)

Evaluator Initial ______________

Room Consultant Initial ______________

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 61 for more information on event categories.

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 at www.fcclainc.org/content/resources
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 72 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 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Portfolio, and Job Application		15 minutes prior to interview	1-minute warning at 19 minutes; stopped at 20 minutes			Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

JOB INTERVIEW

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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. Once a hardcopy portfolio has been turned in to evaluators, particpants 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–5	*Divider Pages* or Sections	Use up to 5 divider/section pages or slides. 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 and relate to future career interests and goals.
	Business Communication	Include completed job application (download from www.fcclainc.org/content/resources), 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 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 enhance 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)

Up to 27 pages or 37 slides *(continued)*	Examples of Special Skills	Include up to five examples of special 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 special 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* 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, eye contact, and appropriate handling of *portfolio*.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.

STAR Events Point Summary Form
JOB INTERVIEW

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** The individual attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 36 single-sided pages or 47 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 5 divider pages or slides • Up to 27 content pages or 37 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 ________

JOB INTERVIEW
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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	
Job Specification Sheet 0–5 points	Job Specification Sheet not provided	Only two of the five items provided	Only three of the five items provided	Four of the five items provided	All five items provided	All five items provided and thorough	
Business Communication 0–15 points	**0** None apply	**1–15 Score one 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	Not included	Only one of the required items provided	Only two of four items provided	Three of four items items provided	All four items provided but they lack information	All four items provided, thorough and professional	
Educational Enhancement Opportunities 0–5 points	Not included	Only one item provided	Two of three items provided but lack information	Two of three items provided completely	All three items provided but they lack information	All three items provided, thorough and professional	
Examples of Special Skills 0–5 points	Not provided	Only one or two of the items provided	Only three of five items provided provided	Four of five items	Five items provided	All five items provided and relate well to job/career goals	

	0	1	2	3	Points
Portfolio Appearance 0–3 points	Portfolio is illegible and and unorganized	Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and and professional, with correct grammar and spelling	Neat and professional, correct grammar and spelling used; effective organization	

INTERVIEW

							POINTS
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 lacks the ability to 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 his/her nonverbal communication	**5–6** Participant answers questions and relates to the evaluators well	**7–8** Participant shows confidence and personality during interview. Answers questions well	**9–10** Participant is confident, poised, personable, relates well to the evaluators, and answers questions clearly and effectively	
Responses to Evaluators' Questions 0– 10 points	**0–1** Did not answer evaluators' questions	**2–3** Unable to answer some questions	**4–5** Responded to all questions, but without ease or accuracy	**5–6** Responded adequately to all questions	**7–8** Gave appropriate responses to evaluators' questions	**9–10** Responses to questions were appropriate and given without hesitation	
Use of Portfolio During Presentation 0–5 points	**0** Portfolio is 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	

(continued next page)

Job Interview Rubric (continued)

Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language 0–3 points	**0** Body language shows nervousness	**1** Body language shows minimal amount of nervousness	**2** Body language is good	**3** Body language enhances the presentation	
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	
Professional Appearance 0–3 points	**0–1** Non-professional appearance, attire and/or grooming	**2** Neat appearance, attire and grooming but lacks polish	**3** Professional appearance, attire and grooming		

Evaluator's Comments:

TOTAL

(90 points possible)

Evaluator Initial ______________

Room Consultant Initial ______________

Leadership

Leadership, an *individual* event, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the *Student Leadership Challenge* and supporting materials, to investigate their leadership ability and develop a mentorship relationship 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 61 for more information on event categories.

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* 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 participant 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. *Visual 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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 47 pages, as described below. 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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 36 8 ½" x 11" pages or 46 slides	Student Leadership Practices Inventory Summary	The participant will take a leadership inventory such as the Student Leadership Practices Inventory analyze their results, and include a summary of the results. The summary should not exceed, two 8 ½" x 11" pages or three slides. The participant may use graphs, narrative, bullet points, etc. to convey their inventory results in a way they believe is most effective.
	Personal Best Leader Experience	Use the questions from the "Inventory Instructions" to summarize the participant's Personal Best Leader Experience. The Personal Best Leader Experience should not exceed three 8 ½" x 11" pages or six slides.
	Admirable Leaders Summary	Use the questions from the "Inventory Instructions" to list 3 people who have been or are leaders in the participant's life and attributes of the person or their relationship that have been meaningful in the participant's personal growth (may be leadership related or in another capacity). The Admirable Leaders Summary should not exceed two 8 ½" x 11" pages or three slides.
	Image Awareness	The participant will take a look at the image he/she projects of him/herself using the questions from the "Inventory Instructions." The image awareness summary should not exceed one 8 ½" x 11" page or two slides.
	Leadership Goals	Develop 2–3 goals in areas of the participant's personal leadership abilities which he or she would like to enhance or develop. Goals may be short- or long-term and can pertain to any area of the participant's leadership abilities and activities. Goals should be specific, measurable, attainable, realistic, and timely. Include steps intended to help reach goals.

(continued next page)

Leadership Specifications (continued)

Up to 35 pages or 45 slides *(continued)*	Mentee Profile	The participant will find someone in the school, *community*, or online who he/she can be a mentor to and develop a brief description (at minimum include name, age, explanation of their past or current relationship), reason(s) for choosing the mentee, and opportunities for mentorship. Examples of mentees include, but are not limited to, a younger student, a less experienced teammate, a future FCCLA officer. Mentorship relationships may be developed through an established school, *community*, or online program.
	Mentorship Plan	Determine the purpose for mentoring this individual and develop an outline of the ways the participant believes he/she can help the mentee grow through the relationship. This may include items such as, but not limited to, the intended length of the mentorship relationship, frequency of correspondence, activities planned. Participant should especially consider how his/her leadership strengths may be utilized in the relationship and how weaknesses could be improved.
	Mentorship Activities	Outline the activities/correspondence that took place with the participant's mentee during the mentorship period and/or through the time of competition not to go beyond June 30. This section may include pictures, videos, emails, social media correspondence, recordings of audible communication (e.g. phone, Skype), etc.
	Mentee Reflection	Include a reflection completed by the mentee using the questions from the "Inventory Instructions." If the mentee is not able to answer the questions as written or on his/her own, the questions can be re-worded and asked by the participant or a third party and answers written on the mentee's behalf. The Mentee Reflection should not exceed two 8 ½" x 11" pages or three slides.
	Outside Perspective Reflection	Include a reflection from a third-party who has witnessed the mentorship in action which briefly describes the relationship and the effects of the situation on either or both the mentor and the mentee. The Outside Perspective Reflection should include the third-party's name and relationship to the mentor and/or mentee and should not exceed one 8 ½" x 11" page or one slide.
	Leadership Reflection	Include a reflection of the experience as a mentor, 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, what can be improved for future leadership roles and mentorship experiences, and any other thoughts about the experience.
	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. *Visual 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 and mentorship experience.
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/	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(s) ____

Chapter ______________________ State______ Team # _________ Group # _______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 47 single-sided pages or 58 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 divider pages or slides • Up to 36 content pages or 46 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator
Score plus
Room Consultant

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 Inventory Summary 0–6 points	**0** Not explained	**1** Summary communicates that the participant took a leadership inventory	**2** Summary communicates some of the participant's inventory results	**3** Summary communicates most of the participant's inventory results	**4** Summary adequately communicates the participant's inventory results and is well-written	**5–6** Summary effectively communicates the participant's inventory results and is well-written	
Personal Best Leader Experience 0–3 points	**0** No experience described	**1** Experience description is inadequate	**2** Experience description is adequate and addresses all questions	**3** Experience description is extensive and effectively answers all questions			
Admirable Leaders 0–3 points	**0** No admirable leaders provided	**1** 1–2 admirable leaders provided with limited answers	**2** Three admirable leaders provided and partially addressed questions	**3** Three admirable leaders provided and thoroughly addressed all questions			
Overall Image Awareness 0–3 points	**0** No image awareness provided	**1** Briefly addresses image awareness questions	**2** All questions are answered and participant shows some reflection on image and ways to improve if necessary	**3** All questions are answered thoroughly and participant shows significant reflection on own image and ways to improve if necessary			
Leadership Goals 0–5 points	**0** No goals provided	**1** 1–3 goals are stated, but are not appropriate	**2** 2–3 appropriate goals are stated	**3** 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely.	**4** 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	**5** 2–3 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	
Mentee Profile 0–1 points	**0** Not provided	**1** Profile is included and complete					
Mentorship Plan 0–5 points	**0** No mentorship plan provided	**1** Limited mentorship plan provided	**2** Plan provided with no value or variety in experiences	**3** Plan provided and explained, though little variety or value in experiences	**4** Adequate plan provided with good variety and value of experiences	**5** Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easy to understand.	
Mentorship Activities 0–5 points	**0** No mentorship activities provided	**1** Activities poorly documented	**2** Activities are adequately documented	**3** Activities are adequately documented and were somewhat effective in helping the mentee become a better leader	**4** Activities are adequately documented and were effective in helping the mentee become a better leader	**5** Activities are effectively documented and were highly effective in helping the mentee become a better leader	
Mentee Reflection 0–1 points	**0** Not provided	**1** Mentee Reflection is included					
Outside Perspective Reflection 0–1 points	**0** Not provided	**1** Outside Perspective Reflection is included					

Leadership Rubric (continued)

							Points
Leadership Reflection 0–10 points	**0** Not included	**1–2** Reflection included	**3–4** Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	**5–6** Reflection shows some thought by the participant in their leadership ability, project experience, next steps, and future	**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.	

					Points
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, and professional, correct grammar and spelling used; effective organization	

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	
Connection to Family and Consumer Sciences and Related Occupations 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of *content* area	**5** Explained fully with evidence of mastery of the *content* area	
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 matter is evident but not shared 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 are not used during presentation	**1** Portfolio and visuals are used to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	

					Points
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

							Points
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 Initial ______________

Room Consultant Initial ______________

The Student Leadership Practices
INVENTORY INSTRUCTIONS

There is a cost associated with the Student Leadership Practices Inventory. This fee covers costs associated with the Student Leadership Practices Inventory only. The inventory cost is in addition to any fees associated with competing at FCCLA district, regional, state, or national conferences and is the responsibility of the participant.

To obtain the FCCLA discount, follow the instructions found at www.fcclainc.org/content/resources.

Personal Best Leader Experience

from The Student Leadership Challenge *by James M. Kouzes and Barry Z. Posner*

Just like athletes have personal records and musicians and actors know when they are performing better than ever, great leaders know when they are doing their job to the best of their ability. Think about a time when you were at your very best as a leader. You could be at your best right now or you may recall a situation from a while back. It may be an experience with *family*, friends, classmates, co-workers, teammates, etc. Now, as you think about your personal best leader experience, answer the following. Your personal best leader experience should not exceed three 8 ½” x 11” pages or six slides.

First:

Describe this time of leadership (focus on one experience):

- When was it? How long did it last? Who else was involved? What was your role?
- What feelings did you have prior to and during the experience?
- Did you initiate the experience or did someone else and how did you emerge as the leader?
- What were the actual results of the experience?

Second:

Thinking about the same time, list 3–5 actions you took as a leader that made a “difference” and answer the additional questions.

- How did your team, group, etc., do something incredible based on what you did or said?
- What did you do to demonstrate your own commitment to the project or undertaking?
- What did you do to make sure everyone understood the purpose?
- What did you or others do to overcome any major challenges or setbacks?
- What did you do to engage others and get them to participate fully?

Third:

Reviewing the responses from above, summarize 3 major lessons you learned about leadership from this experience. These are lessons you might share as advice to others about them being or becoming a great leader.

Fourth:

What makes your behavior as a leader this time especially different from any other time?

- What single piece of advice would you give to a leader on how to get extraordinary things done based on your experience?

Admirable Leaders

from **The Student Leadership Challenge** *by James M. Kouzes and Barry Z. Posner*

Leaders learn best through experience and sometimes following other great leaders is the most effective. Take some time to reflect on leaders you have willingly followed. Name 3 of these people and answer the following questions for each admirable leader. Your admirable leader summary should not exceed two 8 ½" x 11" pages or three slides.

1. Admirable Leaders Name
2. What was the situation, why was this person your leader (coach, teacher, sibling, parent, club president, etc.)?
3. Write two to three sentences to describe how this leader made you feel about yourself.
4. Name three to five things this leader did to make him or her stand out from other leaders you've followed.

Image Awareness

Great leaders do their best to be perceived the way they want others to view them in all areas of their lives, not just when they think others are watching. Complete the following questions to become more aware of what you want your image to be compared to in reality. The Image Awareness should not exceed one 8 ½" x 11" page or two slides.

1. List several adjectives that you believe describe your personality and image.
2. Ask a few other students or adults in your school or *community* to describe you.
3. If you have a Facebook, Twitter, or other social media account, take a look at your profile and describe the person you see. If you do not have a social media account, please answer "not applicable."
4. Does your opinion of yourself match the ways others described you and your social media presence?
5. List the things you are doing well in creating a positive image so you remember not to change them.
6. Is there anything you should change about how you relate to others or the way you portray yourself (in person and/or online) so others see you the way you want to be seen? How are you going to do this?

Mentee Reflection

Get feedback from your mentee using the questions below. If your mentee is not able to read and respond to the questions on his/her own, you or a third party may conduct the reflection as appropriate for the situation. The Mentee Reflection should not exceed two 8 ½" x 11" pages or three slides.

1. Did you enjoy spending time and learning from [PARTICIPANT NAME]?
2. What was your favorite part of this experience?
3. Do you have a better relationship with [PARTICIPANT NAME] from this experience?
4. What have you learned from [PARTICIPANT NAME] during your mentorship relationship?
5. How do you think what you've learned from [PARTICIPANT NAME] will help you in the future?
6. How could [PARTICIPANT NAME] improve to be a better leader to others in the future?

Resources

The Student Leadership Challenge by James M. Kouzes and Barry Z. Posner—available at www.fccla-store.com

The Ultimate Officer Handbook & Training Manual—available at www.fccla-store.com

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 costs of an event. An event is defined here as any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges. Examples of events include, but are not limited to:

- preparing to move into a dormitory room
- hosting a party/other 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 costs of attending the prom
- paying school expenses for one grade level.

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 61 for more information on event categories.

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

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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.

LIFE EVENT PLANNING
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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 31 pages, as described below. 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 42 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–5	*Divider Pages* or Sections	Use up to 5 divider/section pages or slides. 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 22 8 ½" x 11" pages or 32 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 at least five goods and/or services; *graphics* may be used; develop your own format. Comparison shopping is defined here as an examination of the costs and features of two or more forms or sources of a specific product or service.
	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 two pages, or three 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 an organized, consistent format; include a paragraph at the beginning of the list to summarize what was learned about use of *resources* while completing the project.
	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, transparencies, presentation software, and audiovisual equipment.

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 **Iwanna B. Prepared** Date **Juvember 32, 20XX**

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**

STAR Events Point Summary Form
LIFE EVENT PLANNING

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 31 single-sided pages or 42 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 5 divider pages or slides • Up to 22 content pages or 32 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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

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(s) ______________________________

Chapter ______________________ State_______ Team # _________ Group # _______ 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** Goals(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** Challenge(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 *Sources Identified* 0–3 points	**0** No sources stated for goods/services	**1** Only 1 or 2 sources identified	**2** 3 or 4 sources identified and explained fully	**3** 5 or more sources identified and explained fully and consistently			
Comparison Shopping *Key Features* 0–3 points	**0** No key features identified as considerations	**1** Identified for up to 1/3 of items	**2** Identified for up to 2/3 of items	**3** Identified for 100% of items in a clear, consistent, and understandable format			
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 up to 100% of items			
Event Plan *List of products/ services* 0–3 points	**0** Most needed goods/ services omitted	**1** Many needed goods/ services omitted	**2** Most needed goods/ services listed	**3** All needed goods/ services listed			
Event Plan *Quantities and costs* 0–3 points	**0** Quantities and costs not shown	**1** Shown for up to 1/3 of items	**2** Shown for up to 2/3 of items	**3** Shown for more than 2/3 or 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				

Life Event Planning Rubric (continued)

							Points
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 contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible and professional, with correct grammar and spelling	**3** Neat, legible, and professional, correct grammar and spelling used; effective organization			
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 and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in presentation	**4** Knowledge of subject matter is evident and shared at times in presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Explained Financial Situation *1. needs and wants* *2. goal(s)* *3. values and priorities* *4. financial challenges* 0–4 points	**0** None of the four elements are explained, either partially or in full	**1** 1–2 elements explained, either partially or in full	**2** 3 elements explained, either partially or in full	**3** All 4 elements explained, but one or more is incomplete	**4** All 4 elements explained clearly and thoroughly		
Explained Decisions Involved in Developing Financial Plan for Event 0–5 points	**0** Did not mention/ explain any decisions	**1** Mentioned one decision, did not explain	**2** Mentioned two decisions, did not explain	**3** Explained one decision	**4** Explained two decisions	**5** Explained three or more decisions	
Summary of Ways in Which Financial Planning was Helpful 0–3 points	**0** No summary given	**1** Summary was ineffective	**2** Somewhat effective summary	**3** Highly effective summary			
Use of Portfolio and Visuals During Presentation 0–5 points	**0** Portfolio and visuals are not used during presentation	**1** Portfolio and visuals are used to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 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.

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*** and an **oral presentation.**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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* 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 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. *Visual 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 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation	10 minutes	5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	30 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 46 pages, as described below. 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 57 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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). 1. Go to http://www.choosemyplate.gov/SuperTracker 2. Create an account for each individual involved in the project (self and family) or a sampling of the project (*community*). A sample of the *community* project should include 3–7 individuals who represent a range of the nutrition and wellness levels in the group. 3. If the subject is outside a healthy weight range, choose the option to move to a healthy weight. 4. Using the Food Tracker tool, complete the tracking information for both food intake and physical activity for each account for one week. For Senior and Occupational projects, individuals from the family or *community* should track their own intake and activity each day. The participant may enter tracking information into the online accounts on behalf of the individuals, if necessary. 5. 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	The participant will develop three to five goals for the project and steps that should be taken to reach the goals. Using the SuperTracker tools "My Top 5 Goals" and "My Reports", include in the *portfolio* screenshots or a PDF of each subject's report(s) related to their goals. Use the account(s) previously established for each individual involved in the project. Offer each subject *resources* from their "my plan" page (e.g. "Get Additional Guidance"). These *resources* do not have to be included in the *portfolio*. * **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 week's 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.
	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. *Visual 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.letsmove.gov
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org/
- www.nokidhungry.org

STAR Events Point Summary Form

NUTRITION AND WELLNESS

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 46 single-sided pages or 57 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL (10 points possible) ☐

AVERAGE EVALUATOR SCORE (90 points possible) ☐

FINAL SCORE (Average Evaluator Score plus Room Consultant ☐

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(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 Nutrition and Wellness Research 0–10 points	**0** Not explained	**1–2** Some research done but incomplete information	**3–4** Research is current but from unreliable sources and does not adequately cover the topic	**5–6** Research is current, appropriate for topic, from reliable sources, does not adequately cover the topic	**7–8** Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	**9–10** Research 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 0–2 points	**0** Not provided	**1** Plan is included	**2** Profile is included and complete				
Wellness Plan 0–5 points	**0** No plan provided	**1** Limited plan provided	**2** Plan provided with no value or variety in experiences	**3** Plan provided and explained. Little variety or value in experiences	**4** Adequate plan provided with good variety and value of experiences	**5** Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easy to understand.	
Implementation and Reflection 0–5 points	**0** No activity included	**1** Activities poorly documented, though 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 contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, and professional, correct grammar and spelling used; effective organization			

Nutrition and Wellness Rubric (continued)

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely but does not flow well	**9–10** Presentation covers all relevant information with a seamless and logical delivery	
Relationship to Family and Consumer Sciences coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of *content* area	**5** Explained fully with evidence of mastery of the *content* area	
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 matter is evident but not shared 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 are not used during presentation	**1** Portfolio and visuals are used during presentation to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 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 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. All participants will take the Parliamentary Procedure Knowledge Test during the Orientation/Test Session prior to competition. 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 minutes.)
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.
5. Following adjournment of the meeting, the secretary will turn in the secretary's record.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Team of 4 to 8 members	Bring gavel, blank paper, and pencils	15 minutes prep time		20 minutes		Table, planning placket, Robert's Rules Book	Not provided	50 minutes

PRESENTATION ELEMENTS ALLOWED

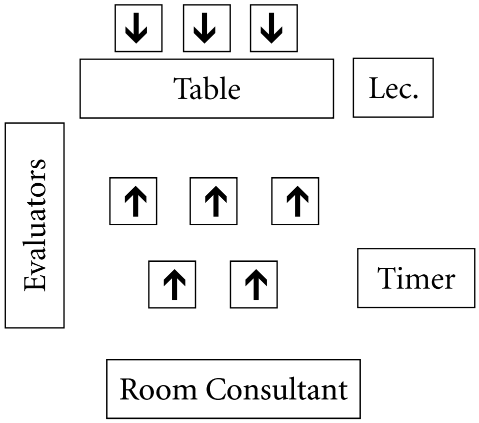
Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual Equipment	Visuals
	●								

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 72 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. A table and eight chairs, as well as the planning packet consisting of agenda, secretary's record/minutes, blank secretary's record, blank motion cards, blank committee report forms (optional use), 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.
4. The *team* enters the demonstration room and is seated. Tables and chairs may not be moved.
5. 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.
6. Use of computers is not allowed in any phase of this competition.
7. ***Robert's Rules of Order Newly Revised 11th Edition*** will be used as the authority for this event.

Diagram:



Lec.—Lecturn (Freestanding or Tabletop)

↑ Chair for participant

PARLIAMENTARY PROCEDURE

Specifications

Knowledge Test

All participants will have 30 minutes during the required Orientation/Test Session 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 25% 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 an Amendment	
Point of Order or Parliamentary Inquiry	
Division of the Assembly or Division of the Question	
Previous Question	
Point of Information	
Postpone to a Certain Time	
Refer to a Committee	
Take from 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.

STAR Events Point Summary Form
PARLIAMENTARY PROCEDURE

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Test Scores 0–25 points	Participant 1 __________ Participant 2 __________ Participant 3 __________ Participant 4 __________ Participant 5 __________ Participant 6 __________ Participant 7 __________ Participant 8 __________ **TOTAL** __________	Total Team Score __________ ÷ Number of participants on team __________ **= Average Team Score:** (25 points possible)	

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ **= AVERAGE EVALUATOR SCORE**

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 ________

PARLIAMENTARY PROCEDURE
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

Instructions

Fill in the correct score. Write the appropriate rating in the "Score column." Comments can be written in the comment section and should help participants identify their strengths and areas for improvement. Record total points. Verify point total and initial.

DEMONSTRATED MEETING					Points
Proper Use of Parliamentary Law 0–3 points	**0** Team did not demonstrate any Parliamentary Law according to *Robert's Rules of Order Newly Revised 11th edition*	**1** Team lacked basic understanding of parliamentary law according to *Robert's Rules of Order Newly Revised 11th Edition*	**2** Team incorrectly carried out parliamentary procedures twice according to *Robert's Rules of Order Newly Revised 11th Edition*	**3** 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 an Amendment 0–3 points	**0** Team did not demonstrate amend an amendment	**1** Team did not complete the amendment of an amendment	**2** Team completed the amendment of an amendment, but did so incorrectly	**3** Team correctly amended an amendment	
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	
Point of Information 0–3 points	**0** Team did not demonstrate point of information	**1** Team did not complete point of information	**2** Team completed point of information, but did so incorrectly	**3** Team correctly demonstrated point of information	
Postpone to a Certain Time 0–3 points time	**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	
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	
Take from the Table 0–3 points	**0** Team did not demonstrate take from the table	**1** Team did not complete take from the table	**2** Team completed take from the table, but did so incorrectly	**3** Team correctly demonstrated take from the table	

Parliamentary Procedure Rubric (continued)

					Points
Question of Privilege or Recess 0–3 points	**0** Team did not demonstrate question of privilege or recess	**1** Team did not complete question of privilege or recess	**2** Team completed question of privilege or recess, but did so incorrectly	**3** Team correctly demonstrated question of privilege or recess	
Demonstration Time 0–2 points	**0** 10 minutes or less	**1** 10–15 minutes	**2** 15–20 minutes		
Quality of Demonstration Discussion 0–13 points	**0–4** Limited quality discussion and and involvement of members	**5–8** Quality of discussion and appropriate member involvement	**9–13** Quality of discussion, diversity of viewpoints and appropriate involvement		
Clarity of Expression and Voice 0–3 points	**0** Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	**1** Few team members use clear speech *or* voice projection *or* pronunciation *or* proper grammar	**2** Most team members use clear speech *or* voice projection *or* pronunciation *or* proper grammar	**3** Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar	
Poise 0–3 points	**0** Expressionless, no hand gestures, sways, no eye contact	**1** Few team members use appropriate expression *or* hand gestures *or* posture *or* eye contact	**2** Most team members use appropriate expression *or* hand gestures *or* posture *or* eye contact	**3** Good expression, appropriate hand gestures, good posture, good eye contact	
Impartiality of Presiding Officer 0–3 points	**0** Did not call on all members, states own opinion	**1** The presiding officer rarely calls on all members and/or rules fairly on motions	**2** The presiding officer usually calls on all members and/or rules fairly on motions	**3** The presiding officer always calls on all members and/or rules fairly on motions	
Team Participation 0–3 points	**0** Clearly, there is no team participation.	**1** The meeting participation relies primarily on one or two members	**2** Most team members are actively involved in the meeting	**3** All team members were actively involved in carrying out the meeting	
Debate include FCCLA Purposes 0–2 points	**0** Team did not include FCCLA Purposes, Mission or facts	**1** Team used FCCLA Purposes, Mission or facts 1/2 of the time	**2** Team used FCCLA Purposes, Mission or facts in all debate		
SECRETARY'S RECORD					
Secretary's Record 0–2 points	**0** Most information is missing and agenda items were not recorded	**1** Unorganized and some agenda items not recorded	**2** Organized and contain all required agenda items		

Evaluator's Comments:

TOTAL ☐

(70 points possible)

Evaluator Initial ______________

Room Consultant Initial ______________

FCCLA Opening Ceremony

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, “We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education.”

Officers:

“Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.”

Members:

“As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership, and give service.”

President:

“This meeting of the __________Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated.”

BRIEF FCCLA OPENING CEREMONY

The following is a short alternative opening ceremony.

President:

Gives a rap with the gavel signaling the officers and members to stand, then begins the meeting by stating, “We are members of Family, Career and Community Leaders of America®. Our mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. This meeting of the ____________________Chapter of Family, Career and Community Leaders of America® is now in session. You may be seated.”

FCCLA Closing Ceremony

President:

“Members, please stand. FCCLA members, we are challenged to accept the responsibility of making decisions that affect our lives today and the world tomorrow. Let us repeat our Creed.”

Members:

(Repeat Creed)

CREED

We are the Family, Career and Community Leaders of America®.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America’s future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.

We are the Family, Career and Community Leaders of America®.
We face the future with warm courage and high hope.

President:

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

BRIEF FCCLA CLOSING CEREMONY

The following is a short alternative closing ceremony.

President:

“Members, please stand. FCCLA members are challenged to make a difference in the world by making decisions daily to assume responsibilities in their personal growth, family life, community involvement, and career and technical education. This meeting of Family, Career and Community Leaders of America® is now adjourned.” (Raps gavel.)

FCCLA Secretary's Record

Chapter Name ______________________ Presiding Officer ______________________

# of members present __________ Date ____________ Time ______ Place ________________

Opening Ceremony ☐ YES ☐ NO Quorum present ☐ YES ☐ NO

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

Corrections ☐ YES ☐ NO Notes: ________________________________

Treasurer's Report ☐ YES ☐ NO Attached ☐ Filed for audit ☐ Balance on hand ____________

REPORTS, MOTIONS, ETC.	Motion by	Second	Results, Actions
Committee Report Written reports attached ☐			
Unfinished Business			
New Business			

Meeting adjourned at____________________ Submitted by ____________________

Closing Ceremony ☐ YES ☐ NO Position held ____________________

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 post consumer 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 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. At the designated participation time, participants will have 5 minutes to set up their *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. Following the presentation, evaluators will have 5 minutes to interview the participant.
4. 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 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Display, Oral Presentation	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	25 minutes

PRESENTATION ELEMENTS ALLOWED

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

RECYCLE AND REDESIGN

Specifications

Display

A *display* should be used to document and illustrate the work of one project.

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 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission on the display.
Contents of *Display*	The *display* **must contain** a material profile, cost itemization, time log, and photo storyboard **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. **Cost itemization:** A detailed cost itemization should be prepared front side only on 8½" 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 8½" 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.
The *display* MAY CONTAIN these items, but they are NOT REQUIRED:	**Thematic props or decorations:** These include, but are not limited to, titles, banners, flowers, balloons, furnishings, fabric drapes, cutouts, and theme-related objects. Elements may be stationary or moveable. **Audiovisual:** Audiovisuals are permitted within the *dimensions* of the *display* area. Audiovisuals are not required. **Mannequins:** Any type of *mannequin* that will fit within the *display* size limitations stated above is acceptable, but *mannequins* are neither required nor provided. *Note:* The *display* may not contain a live model. The participant may not model the project product during the presentation. **Basic Marketing Plan:** 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. **Accessory:** An accessory may be designed for use with the product.

Oral Presentation

The oral presentation **may be up to 10** minutes in length and is delivered to evaluators. The presentation is to describe efforts in detail.

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.
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.

STAR Events Point Summary Form
RECYCLE AND REDESIGN

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** Attended	
***Display* Set-up** 0–1 points	**0** Participants did not set up their *display* within the allotted time period	**1** Participants set up *display* during the allotted time period	
***Display* Dimensions** 0–1 points	**0** Does not fit within the appropriate *dimensions*/objects not returned within *display* after the presentation	**1** The *display* fits/objects returned within *display dimensions* when done	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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	
Material Profile 0–6 points	**0** No information provided	**1–2** Information inadequate	**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 calculations	**3** Completely accurate and thorough			
Time Log 0–1 points	**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 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 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 shared 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 is not used during presentation	**1** Display is used to limit amount of speaking time	**2** Display is used minimally during presentation	**3** Display is incorporated throughout presentation	**4** Display is used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			

Recycle and Redesign Rubric (continued)

					Points
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	

DESIGN AND CONSTRUCTION SKILLS

					Points
Effectiveness of Product Design 0–3 points	**0** Both form and function need improvement	**1** Satisfactory form *OR* function but not both	**2** Good form *AND* function	**3** Outstanding form *AND* function	
Overall Quality of Workmanship 0–3 points	**0** Low quality, not marketable	**1** Marginal quality of workmanship	**2** Fair quality, somewhat marketable	**3** Very good quality, marketable	
Creativity, Imagination, and Innovation 0–3 points	**0** No evidence	**1** Little evidence	**2** Some evidence	**3** Highly creative, innovative	
Selected Skill Areas 0–24 points	See separate *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 Initial ______________

Room Consultant Initial ______________

RECYCLE AND REDESIGN

Skill Area Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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	

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 1 copy 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
☐ Name of product
☐ Sketch of accessory design
☐ Shaped seams, edges, and/or corners
☐ Pocket(s)
☐ Gathers and/or ruffles
☐ Strap, tie, or band
☐ Lining, facing, and/or interfacing
☐ Application of trims
☐ Use of embellishments
☐ Embroidery, hand or machine
☐ Napped fabric or one-way print
☐ Basic Marketing Plan
☐ Sanding, Painting, or Staining

Event Rules

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Leadership Events: These events provide an opportunity for leaders to gain recognition for their work in their chapters. The event *content* is designed to be a chapter project led by the team who takes it to the competition.

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,*** an **oral presentation,** and complete a **case study.**

CAREER CLUSTER/ CAREER PATHWAY

- **Human Services, Government and Public**
- **Administration**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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. 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 1 minute playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
7. Following the presentation, evaluators will have 5 minutes to interview the participant.
8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.

(continued next page)

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 46 pages, as described below. 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 57 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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. 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.

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. *Visual 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.

Case Study

Participants will be given 10 minutes during competition to complete the case study portion of the event. Participants will be given a situation at competition based on their issue type (local, state, national, global) and they will develop a plan for how to approach advocating for the issue based on what they learned through their experience using the Advocacy Case Study form. Each individual or team will complete one Advocacy Case Study Form, which will be turned in to the evaluators prior to the oral presentation.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Advocacy Issue	Identify stakeholder(s) and target *audience*, determine pro /con argument, how to research issue, and list steps to advocate for the issue.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding case study response.

STAR Events Point Summary Form
ADVOCACY

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # ________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 Points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 46 single-sided pages or 57 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant

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(s) ______________________________

Chapter ______________________ State______ Team # ________ Group # ______ 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 0–2 points	**0** Not provided	**1** Issue type identified	**2** Issue type and level of focus identified				
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 plans	**5** Project concern 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 0–3 points	**0** Not included	**1** Talking points are evident, not well developed	**2** Talking points are evident and well developed, leave behind item is evident	**3** Talking points and elevator speech are effective and on target for advocacy project, leave behind item is well designed			
Target Audience 0–4 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 is defined, with research on past opinions and actions	**4** Audience(s) are well defined, research on past opinions and actions, and provides method for reaching target *audience(s)*		
Evidence of Partnerships 0–2 points	**0** No partnerships provided	**1** Partnerships identified though lacks evidence of reaching out to or interviews with partners	**2** 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	**4** Steps are presented organized summarized project fully explained	**5** Plan is well developed and each step is fully explained.	
Media Involvement 0–3 points	**0** No media provided	**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 followup was done	**1** Outcomes are inadequately stated, and no evaluation was used	**2** Outcomes are inadequately stated, though an evaluation method was used and results are explained	**3** Outcomes are measurable, complete and thoroughly done. A single evaluation method was used and results are 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 are explained well. Plans to improve future efforts are included.	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not current or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Appearance 0–2 points	**0** Portfolio is illegible and unorganized or contains many errors		**2** Neat and professional, correct grammar and spelling used, effective organization				

Advocacy Rubric *(continued)*

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery	
Relationship to Family and Consumer Sciences Coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of content area	**5** Explained fully with evidence of mastery of the content area	
Knowledge of Public Policy 0–5 points	**0** Little or no evidence of knowledge of public policy	**1** Minimal evidence of knowledge of public policy	**2** Some evidence of knowledge of public policy	**3** Knowledge of public policy is evident but not shared in the presentation	**4** Knowledge of public policy is evident and shared at times in the presentation	**5** Knowledge of public policy is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0–5 points	**0** Portfolio and visuals are not used during presentation	**1** Portfolio and visuals are used during presentation to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 Advocacy Issue 0–4 points	**0** Not evident in explanations	**1** 1 of these elements are evident: ▪ Stakeholders identified ▪ List a pro and con ▪ Identify target audience ▪ Research methods are identified ▪ Steps listed.	**2** 2 of these elements are evident: ▪ Stakeholders identified ▪ List a pro and con ▪ Identify target audience ▪ Research methods are identified ▪ Steps listed.	**3** 3 of these elements are evident: ▪ Stakeholders identified ▪ List a pro and con ▪ Identify target audience ▪ Research methods are identified ▪ Steps listed.	**4** All of these elements are evident: ▪ Stakeholders identified ▪ List a pro and con ▪ Identify target audience ▪ Research methods are identified ▪ Steps listed.	
Responses to Evaluators' Questions 0–3 points	**0** Not evident	**1** Participants share a limited response to solution	**2** Participants share feasible and suitable solutions	**3** Participants share extensive suitable solutions and insights		

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial ______________

Room Consultant Initial ______________

ADVOCACY

Case Study Form

Directions:
Participants will be given 10 minutes during competition to complete the case study portion of the event. Each individual or team will complete one Advocacy Case Study Form which will be turned into the evaluators prior to the oral presentation.

Category (choose one): ☐ Junior ☐ Senior ☐ Occupational

Issue Type (choose one): ☐ Local ☐ State ☐ National ☐ Global

1. Identify the stakeholders in this issue.

2. Determine one pro and one con argument for this concern.

3. Identify the target audience(s) for advocating around this concern.

4. How would you research this issue?

5. List the steps you would take if advocating for this issue.

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 61 for more information on event categories.

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

PRESENTATION ELEMENTS ALLOWED

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

CHAPTER SERVICE PROJECT DISPLAY

Specifications

Display

A *display* should be used to document and illustrate the work of one project.

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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website 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 was 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 of Family and Consumer Sciences	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 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(s) ____

Chapter ______________________________ State______ Team # _________ Group # _______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
***Display* Set-up** 0–1 points	**0** Participants did not set up their *display* within the allotted time period	**1** Participants set up *display* during the allotted time period	
***Display* Dimensions** 0–1 points	**0** Does not fit within the appropriate *dimensions*/objects not returned within *display* after the presentation	**1** The *display* fits/objects returned within *display dimensions* when done	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # _________ Group # _______ Category _____

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

Chapter Service Project Display Rubric (continued)

							Points
Form a Plan **Budget** 0–3 points	**0** No budget provided	**1** Budget is evident	**2** Budget reflects the project's goals	**3** Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project			
Form a Plan **Increase Awareness Public Relations** 0–3 points	**0** No activities shown	**1** Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	**2** Multiple strategies for media, outreach and publicity are evident	**3** Project positively increased awareness of FCCLA and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators, and school board			
Act **Project Impact** 0–3 points	**0** Impact missing	**1** Impact on community or chapter members is explained in a limited way	**2** Impact of project is shown and evident in a variety of methods and data, statistics, surveys, and information	**3** Impact is significant with data, statistics surveys, and information			
Act **Youth Involved and Volunteer Recruitment** 0–2 points	**0** Project is not youth-led. Volunteers were not recruited	**1** Project is youth led and members volunteered	**2** Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)				
Act **Uniqueness** 0–2 points	**0** Project is not unique	**1** Project has been done previously or is a project designed to a similar effort	**2** Project is unique in its approach to solve a problem or meet a need				
Follow Up **Evaluation** 0–4 points	**0** No evidence of follow up	**1** Limited evidence of follow up and evaluation	**2** Evaluation is evident. Some strategies are used for follow up	**3** Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition.	**4** Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Evaluation methods used technology. Follow up includes plans for replication, future efforts, lessons learned, and appreciation and recognition.		
ORAL PRESENTATION							
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does 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	
Use of Display during Presentation 0–5 points	**0** Display is not used during presentation	**1** Display is used to limit amount of speaking time	**2** Display is 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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: **Evaluator Initial** ________ **Room Consultant Initial** ________

TOTAL
(90 points possible)

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 61 for more information on event categories.

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

PRESENTATION ELEMENTS ALLOWED

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

* Visual 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 divider pages and tabs, must fit within the cover, be one-sided, and may not exceed 17 pages, as described below. 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 28 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–3	*Divider Pages* or Sections	Use up to 3 divider/section pages or slides. 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 adresses 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 was 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 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.

(continued next page)

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(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 17 single-sided pages or 28 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project Summary Submission Proof • Up to 3 divider pages or slides • Up to 10 content pages or 20 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL
(10 points possible) ☐

AVERAGE EVALUATOR SCORE
(90 points possible) ☐

FINAL SCORE
(Average Evaluator Score plus Room Consultant ☐

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(s) ____

Chapter ______________________________ State______ Team # __________ Group # ________ Category ______

PORTFOLIO

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

Chapter Service Project Portfolio Rubric (continued)

							Points
Form a Plan **Budget** 0–3 points	**0** No budget provided	**1** Budget is evident	**2** Budget reflects the project's goals	**3** Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project			
Form a Plan **Increase Awareness Public Relations** 0–3 points	**0** No activities shown	**1** Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	**2** Multiple strategies for media, outreach and publicity are evident	**3** Project positively increased awareness of FCCLA and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators, and school board			
Act **Project Impact** 0–3 points	**0** Impact missing	**1** Impact on community or chapter members is explained in a limited way	**2** Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	**3** Impact is significant with data, statistics surveys and information			
Act **Youth Involved and Volunteer Recruitment** 0–2 points	**0** Project is not youth-led. Volunteers were not recruited	**1** Project is youth led and members volunteered	**2** Project is youth-led. Volunteers were recruited beyond chapter membership with people not usually invited to participate (older persons, cultural diversity, persons with special needs)				
Act **Uniqueness** 0–2 points	**0** Project is not unique	**1** Project has been done previously or is a project designed to a similar effort	**2** Project is unique in its approach to solve a problem or meet a need				
Follow Up **Evaluation** 0–4 points	**0** No evidence of follow up	**1** Limited evidence of follow up and evaluation	**2** Evaluation is evident. Some strategies are used for follow up	**3** Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	**4** Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Evaluation methods used technology. Follow up includes plans for replication, future efforts, lessons learned, and appreciation and recognition		

ORAL PRESENTATION

Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does 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	
Use of Portfolio during Presentation 0–5 points	**0** Portfolio is not used during presentation	**1** Portfolio used to limit amount of speaking time	**2** Portfolio is 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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:

Evaluator Initial ______________

Room Consultant Initial ______________

TOTAL ☐

(90 points possible)

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 61 for more information on event categories.

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

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 *displays* should not exceed a space 48" deep by 60" wide by 72" high, including *audiovisual equipment*. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). Scrapbooks, *flip charts*, *portfolios,* and *photo albums* are not allowed. Each *display* must include a *project identification page* and a *Planning Process* summary page.

Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participants' name(s), chapter name, school, city, state, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission on the display.
Membership *Campaigns* 💻	Actively recruit new members and maintain current ones through creative and innovative *campaigns*.
Meetings and Ceremonies	Hold and attend chapter, district/regional, state, and national meetings.
Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
Leadership Activities	Engage chapter members in leadership activities.
Cooperative, Competitive, and Individualized Activities	Engage chapter members in cooperative, competitive, 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.

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 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.

STAR Events Point Summary Form
CHAPTER IN REVIEW DISPLAY

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance of the team attended	**2** The individual or ALL participating members	
Display Set-up 0–1 points	**0** Participants did not set up their display within the allotted time period	**1** Participants set up display during the allotted time period	
Display Dimensions 0–1 points	**0** Does not fit within the appropriate dimensions/objects not returned within display after the presentation	**1** The display fits/objects returned within display after presentation	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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	
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 & Ceremonies 0–3 points	**0** No evidence shown	**1** Meetings held/attended	**2** Ceremonies at meetings	**3** Meetings were appropriately scheduled with all necessary ceremonies held throughout the year			
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 Activities 0–5 points	**0** No activities shown	**1** 1 activity shown	**2** 2 or more indepth activities	**3** Leadership activities evident in many events	**4** 2/more creative and in depth activities for multiple strategies for developing leadership	**5** Many leadership development activities are evident in annual chapter program of work	
Cooperative, Competitive, and Individualized Activities 0–5 points	**0** Not evident	**1** 1 or no activities shown	**2** 2 activities shown	**3** Many activities for varied types of strategies	**4** 2/more creative and thorough activities	**5** Many strategies for various learning and leadership styles and effective results	
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/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/more creative and comprehensive activities. Many members involved, impressive results	
Public Relations Efforts 0–5 points	**0** No evidence	**1** 1 or no activities shown	**2–3** 2/more activities shown		**4–5** 3/more creative and effective activities with a variety of methods including technology		

Chapter in Review Display Rubric (continued)

							Points
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 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 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	

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 is not used during presentation	**1** Display used to limit amount of speaking time	**2** Display is 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 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 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* (hardcopy or electrnic) 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** 15 minutes in length. A one minute warning will be given at 14 minutes. Participants will be stopped at 15 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 72 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation		5 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	Table	Not provided	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

CHAPTER IN REVIEW 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 divider pages and tabs, must fit within the cover, be one-sided, and may not exceed 45 pages, as described below. 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 56 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–6	*Divider Pages* or Sections	Use up to 6 divider/section pages or slides. 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 and Ceremonies	Hold and attend chapter, district/regional, state, and national meetings.
	Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
	Leadership Activities	Engage chapter members in leadership activities
	Cooperative, Competitive, and Individualized Activities	Engage chapter members in cooperative, competitive, 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.

(continued next page)

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.

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(s) ______________________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance of the team attended	**2** The individual or ALL participating members	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 45 single-sided pages or 56 slides, including: including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page or 2 slides • Project summary submission proof • Up to 6 divider pages • Up to 35 content pages or 45 slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality	**0**	**1**	

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ **= AVERAGE EVALUATOR SCORE**

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(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ 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 & Ceremonies 0–3 points	**0** No evidence shown	**1** Meetings held/attended		**2** Ceremonies at meetings		**3** Meetings were appropriately scheduled with all necessary ceremonies held throughout the year	
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 Activities 0–5 points	**0** No activities shown	**1** 1 activity shown	**2** 2 or more indepth activities	**3** Leadership activities evident in many events	**4** 2 or more creative and in depth activities for multiple strategies for developing leadership	**5** Many Leadership development activities are evident in annual chapter program of work	
Cooperative, Competitive, and Individualized Activities 0–5 points	**0** Not evident	**1** 1 or no activities shown	**2** 2 activities shown	**3** Many activities for varied types of strategies	**4** 2 or more creative and thorough activities	**5** Many strategies for various learning and and leadership styles and effective results	
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 or 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/more creative and comprehensive activities. Many members involved, impressive results	
Public Relations Efforts 0–5 points	**0** No evidence	**1** 1 or no activities shown		**2–3** 2 or more activities shown		**4–5** 3 or more creative and effective activities with a variety of methods including technology	

Chapter in Review Portfolio Rubric (continued)

							Points
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 needs some improvement in content and design	**4** Portfolio has good word, color, and design choice	**5** Portfolio is creative, appropriate and of high quality	

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	

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 is not used during presentation	**1** Portfolio used to limit amount of speaking time	**2** Portfolio is 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

STAR EVENTS 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 61 for more information on event categories.

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).

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 prior to event planning and preparation.
2. Choose one of the FCCLA national programs from page 63.
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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	5 minutes	5 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	25 minutes

PRESENTATION ELEMENTS ALLOWED

Audio	Costumes/ Uniforms	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Visual 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 in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

Project Identification Page	One 8$^{1}/_{2}$" x 11" page on *plain paper*, with no *graphics* or decoration; must include participant's name(s), chapter name, school, city, state, FCCLA national region, event name, project title, and name of the national program on which the project focuses.
FCCLA *Planning Process* Summary Page	One 8$^{1}/_{2}$" 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 STAR Events Resources page of the FCCLA national website 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 audio-visual 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 of Family and Consumer Sciences Coursework	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(s) ____________________

Chapter ____________________ State______ Team # ________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
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*)	**2** File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Project Summary Submission Proof	
Project Identification Page 0–1 points	**0** Project ID page is missing		**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing		**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 ________

NATIONAL PROGRAMS IN ACTION

Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category _____

National Program (check one)**:**

☐ Career Connection
☐ FACTS (Families Acting for Community Traffic Safety)
☐ Financial Fitness
☐ Power of One
☐ Leadership Service in Action
☐ Families First
☐ Student Body
☐ STOP the Violence

EVALUATION CRITERIA							**Points**
Identify Concerns: **Relationship to the National Program** 0–5 points	**0** No concern is identified	**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
Act: **Use of Resources and Partners** 0–5 points	**0** No evidence of partnerships or resources	**1** Limited evidence of partnerships and resources	**2** Evidence of partnerships and resources exploration, but no action to develop relationships was taken	**3** Evidence of search for partners and resources with appropriate action taken to begin relationships	**4** The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	**5** The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	
Follow Up: **Publicity & Recognition** 0–5 points	**0** There are not publicity or recognition strategies	**1** Publicity and recognition are acknowledged, but not an intentional component	**2** Publicity and recognition strategies are limited in use	**3** Publicity is utilized at many steps of the action plan, recognition is evident	**4** Publicity is utilized throughout the action plan, recognition is evident and appropriate	**5** Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
Follow Up: **Evaluation** 0–5 points	**0** Evaluation methods are not evident in the plans	**1** Evaluation methods are mentioned	**2** Evaluation methods are included in the plans and results	**3** Evaluation methods are evident, but their purpose and outcomes are are insufficient	**4** Evaluation methods are evident, purposefully used and broad outcomes are listed	**5** Evaluation methods are evident, purposefully used, and measurable outcomes listed	
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation coves 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 shared in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	**0** No evidence of relationship with FACS	**1** Minimal evidence of FACS coursework and knowledge	**2** Some evidence of FACS relationship	**3** Knowledge of FACS coursework is evident but not shared	**4** Knowledge of relationship to FACS is evident and shared	**5** Knowledge of FACS relationship is evident and explained well	
Use of Visuals during Presentation 0–6 points	**0** Visuals are not used during presentation	**1–2** Visuals were of poor quality are used to limit amount of speaking time	**3** Low quality visuals are used minimally during presentation	**4** Adequately chosen and prepared visuals are incorporated throughout presentation	**5** Excellent visuals are used effectively throughout presentation	**6** Presentation moves seamlessly between oral presentation, high high quality visuals. Visuals are superbly chosen and enhance presentation	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

Promote and Publicize FCCLA!

Promote and Publicize FCCLA! is an *individual* or *team event* that recognizes participants who develop an FCCLA promotion and publicity *campaign* to raise awareness and educate the school, parents, and members of the *community* about the importance of FCCLA and Family and Consumer Sciences education. The goal of this event is to provide FCCLA members with communications experience to make a difference by increasing membership, developing partnerships, gaining Alumni & Associate involvement, promoting FACS education, gathering school and *community* support for their chapter, and contributing to the longevity of the organization and the relevance of its opportunities for members. Additionally, this event will increase member awareness of careers in communications and public relations.

CAREER CLUSTER/CAREER PATHWAY

- **Arts, A/V Technology, and Communications**
- **Journalism and Broadcasting**
- **Marketing Communications and Promotion Pathways**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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 5 minutes playing time during the presentation. *Visual equipment,* without audio, may be used during the entire presentation.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation,	10 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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.

PROMOTE AND PUBLICIZE FCCLA!

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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 36 pages, as described below. 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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.*

(continued next page)

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 5 minutes playing time during the presentation in addition to the speaking time. *Visual 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 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, professionalism, as well as creativity in writing. Writing samples may include, but are not limited to press releases, ad copy, letters to the editor, public service announcements (PSA), scripting for a radio advertisement, an in-school or *community* flyer, and preparing a photograph for publication.

STAR Events Point Summary Form

PROMOTE AND PUBLICIZE FCCLA!

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/not all required pages are present or completed correctly	**1** Portfolio contains no more than 36 pages or 47 slides including: • 1 project ID page • 1 table of contents page • 1 Planning Process summary page or 2 sldes • Project summary submission proof • Up to 7 divider pages • Up to 25 content pages or 35 slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ____________________ State______ Team # ________ Group # ______ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Portfolio is missing Planning Process page	**1** Few steps in the Planning Process are presented	**2** Most steps in the Planning Process are addressed	**3** Planning Process is present and addresses steps	**4** Planning Process is utilized to plan the project. Most steps are explained	**5** The Planning Process is used to plan the project. Each step is fully explained	
Evidence of Research 0–4 points	**0** Not explained	**1** Some research done but incomplete information	**2** Research is *current* but from unreliable sources	**3** Research is *current*, appropriate for topic; from reliable sources	**4** Research is *current*, documented correctly, and appropriate for topic		
Promotion Plan Description 0–8 points	**0** Not evident	**1** The promotion plan has ideas for a few projects and events	**2–3** The promotion plan includes ideas for several projects and events	**4–5** Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	**6–7** 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	**8** Promotion plan is very detailed, creative, rigorous, encompasses several media, and challenges participants to learn and make contacts in and out of their classrooms and schools	
Evidence of *Campaign* 0–10 points	**0** No evidence provided	**1–2** Portfolio contains a very limited sample of the materials produced for the publicity *campaign*	**3–4** Portfolio contains some of the materials produced for the *campaign*	**5–6** Portfolio contains most of the materials produced for the *campaign*	**7–8** Portfolio contains samples of all materials produced for the publicity *campaign*	**9–10** There is an appropriate number of *campaign* materials and all are creative, innovative, professional, and of high quality	
Evidence of Technology Used 0–3 points	**0** No technology used in project	**1** Technology used to develop project but not explained	**2** Technology and techniques used to develop project are explained	**3** Technology used to develop project and materials were developed to document project			
Evidence of Public Awareness and Promotion 0–5 points	**0** Evidence is missing	**1** The portfolio shows limited information regarding public awareness and promotion	**2** The portfolio adequately addresses the area of public awareness and promotion	**3** The portfolio extensively shows areas of public awareness and promotion	**4** The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the *campaign*	**5** The portfolio shows areas of public awareness and promotion potential and the increase that occurred throughout the *campaign*, and opportunities or ideas for improvement	
Relationship to Family and Consumer Sciences and/or Related Occupations 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of *content* area	**5** Explained fully with evidence of mastery of the *content* area	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in a consistent MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization			

Promote and Publicize FCCLA! Rubric (continued)

ORAL PRESENTATION							**Points**
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely but does not flow well	**9–10** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared 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 are not used during presentation	**1** Portfolio and visuals are used to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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						**Points**
Knowledge of Public Relations 0–4 points	**0** Writing Sample not done	**1** Demonstrates an attempt at sample but not real knowledge	**2** Demonstrates some knowledge of required sample, but not superbly executed	**3** Demonstrates high level of skills and knowledge of required sample	**4** Demonstrates advanced skills and knowledge. Evidence that participant(s) are comfortable with the required sample and have used it in the past	
Creativity 0–4 points	**0** Writing Sample not done	**1** Participant(s) shows limited creativity	**2** Demonstrates some creativity	**3** Demonstrates a high level of creativity and innovation	**4** Demonstrates high level of creativity and innovation, extensive vocabulary, and knowledge of appropriate word and design choice for specific required sample	
Professionalism 0–2 points	**0** Writing Sample not done	**1** Writing Sample is unorganized and has grammatical errors	**2** Writing Sample is professional, neat, and organized without any grammatical errors; sample is ready to submit to appropriate media			

Evaluator's Comments:

TOTAL
(90 points possible) ☐

Evaluator Initial ______________

Room Consultant Initial ______________

Event Rules

CAREER PREPARATION

Applied Math for Culinary Management....213
Culinary Arts..220
Early Childhood Education 228
Fashion Construction 236
Fashion Design......................................245
Food Innovations....................................252
Hospitality, Tourism and Recreation 259
Interior Design.......................................268
Sports Nutrition......................................275
Teach and Train 282

Career Preparation Events: These events are for students interested in 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

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. Prior to competition, participants must prepare a ***file folder,* oral presentation,** and ***visuals.*** On site, participants take an applied math test and respond to a case study.

STANDARDS ALIGNMENTS

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

CAREER CLUSTER/ CAREER PATHWAY

- **Hospitality and Tourism**

Connection to National Standards for Family and Consumer Sciences

Food Production and Services

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. All participants will take the Applied Math for Culinary Management Test during the Orientation/Test Session prior to competition. Participants will have 30 minutes to complete the 25 question 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.
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.

(continued next page)

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

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

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 each participant.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 prior to event planning and preparation.
2. 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.
3. A table and blank note cards for the preparation of the case study response will be provided. Participants must bring all necessary supplies. 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 participants will take the Applied Math for Culinary Management Test during the Orientation/Test Session prior to competition. Participants will have 30 minutes to complete the 25 question test. Test questions may include multiple choice, true/false, or multi-step problem solving.

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 in the top left corner with name of event, event category, participant's name, state, and FCCLA national region.

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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website 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 to evaluate their understanding of the application of mathematical concepts in culinary arts management. The case study will be a common issue in the area of 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). Case study concepts may include, but are not limited to: APQ (as-purchased quantity), EDP (edible-portion quantity), total cost, food cost percent, cost per portion, selling price, beverage costing, yield percents, converting and yielding recipes.

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 may include topics such as measurements, conversions, quantity modification, costing of ingredients, and menu pricing. Audio and/or video recordings are not permitted.

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 nutrition plan and management tool. Questions are asked after the presentation.

(continued next page)

Visuals/Props

Visuals/props may include posters, charts, slides, transparencies, 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 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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
Test Scores 0–25 points	Participant 1 ________ Participant 2 ________ Participant 3 ________ **Total Team Score** ________		**Total Team Score** ________ Divided by # of participants on team ________ **= Average Team Score** ________ (25 points possible)	
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)	**2** 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/Bilbiiography	
Project Identification Page 0–1 points	**0** Project ID page is missing		**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing		**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL (35 points possible)	
AVERAGE EVALUATOR SCORE (65 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(s) ____

State ________________ Team # ______________Group # ____________ Category ______________

FILE FOLDER CONTENTS (8 points)							**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 the project. Most	**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** Incomplete list of resources/resources listed are not current	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources in a consistent MLA or APA style			

ORAL PRESENTATION (22 points)							**Points**
Organization/ Delivery 0–5 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1** Presentation covers some topic elements	**2** Presentation covers all topic elements but with minimal information	**3** Presentation gives complete information but does not explain the project well	**4** Presentation covers information completely but does not flow well	**5** Presentation covers all relevant information with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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' question	**1** Unable to answer some questions	**2** Responded adequately to all questions	**3** Responses to questions were appropriate and given without hesitation			

VISUALS (10 points)							**Points**
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 and complement the presentation			
Use of Visuals during presentation 0–5 points	**0** Visuals not used during presentation	**1** Visuals used to limit the amount of speaking	**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)

CASE STUDY (25 points)							**Points**
Knowledge of Subject 0–10 points	**0** No case study response provided	**1–2** Case study is incomplete	**3–4** Case study response did not show evidence of current data and knowledge	**5–6** Case study response included a limited amount of current data and knowledge	**7–8** Case study response included an adequate amount of current data and knowledge	**9–10** Case study response included extensive amount of current data and knowledge	
Appropriate Solutions 0–4 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
(90 points possible) ☐

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.

CAREER CLUSTER/ CAREER PATHWAY

- **Hospitality and Tourism—Restaurant and Food and Beverage Services Pathway**

EVENT CATEGORY

Occupational: grades 10–12

See page 61 for more information on event categories.

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.
2. *Teams* will be given a menu and all required recipes and ingredients.
3. *Teams* will have 30 minutes to organize work area, obtain supplies, and construct a time management plan.
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 72 prior to event planning and preparation.
2. Teams should be made up of up to three participants from the same chapter or state.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Team	Equipment	30 minutes planning	20 minutes equipment check	60 minutes food production		Large equipment, food	Not provided	2 hours and 5 minutes

PRESENTATION ELEMENTS ALLOWED

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

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. Participants must attend the Culinary Arts orientation/test session prior to competition. Participants will receive event-specific information at this time.
5. The selected menu and equipment list will be posted on the FCCLA national website by the national office by May 1. Any necessary large equipment will be provided. Only items on the list may be brought to the event.
6. All participants will take the Culinary Arts Knowledge Test during the Orientation/Test Session prior to competition. Participants will have 15 minute to complete the test. Tests will be evaluated and used in the case of breaking ties.
7. Three sample menus will be posted on the FCCLA national website by December 1. One of the three menus will be selected for the competition at the National Leadership Conference, and will be posted by May 1.
8. 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.
9. Participants will receive team scores on their personal appearance, and food production.

CULINARY ARTS
Specifications

Safety and Appearance

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

Uniform	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).
Jewelry and Personal Hygiene	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. Hand washing is done frequently.
Safety	Work station is kept neat, clean and organized in a safe and sanitary manner. 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.

Team Organization

Participants will have 30 minutes after receiving recipes to work with their team members to construct a time management plan using the provided planning sheet, obtain supplies, and organize work area.

Time Management Plan	Work cooperatively with team members to divide duties, make a clearly written and accurate time schedule, develop a sequential plan for completing tasks efficiently, and follow directions of recipes in proper sequence.
Teamwork and Organization	Work as an effective, contributing team with workload evenly distributed among team members. Each member displays technical and leadership skills. Mise en place is well executed.

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.
Time	Complete all tasks efficiently within the time allowed.
Follow Recipe Directions	Follow directions of recipes in proper sequence.
Teamwork	Work as an effective, contributing *team* and display leadership skills.

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.

Product Appearance	Prepare two plates consistently, with creative product appearance and appropriate portion sizes.
Product Taste	Food products meet industry standards of appropriate taste for each recipe. Food is served at the proper temperature. Plate or bowl used is at the proper temperature when food is served.
Garnish	Enhance presentation with garnish that reflects creativity and is appropriate to food products made.

STAR Events Point Summary Form
CULINARY ARTS

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators = **FINAL SCORE**

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

SAFETY AND APPEARANCE

16–20 Exemplary	■ Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers. ■ Hair properly restrained with hairnet if hair extends past the neck line. ■ No visible jewelry or **facial jewelry concealed with bandages.** Hand washing is done frequently. ■ Station is very neat and organized. Personal hygiene is highly regarded. Food contact surfaces are cleaned and sanitized frequently. Proper knife safety is demonstrated and small equipment is handled properly.
11–15 Proficient	■ Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers. ■ Hair properly restrained with hairnet if hair extends past the neck line. ■ Some visible jewelry or **facial jewelry concealed with bandages.** Hand washing is done occasionally. ■ Station is somewhat neat and organized. Personal hygiene is generally regarded. Food contact surfaces are cleaned and sanitized occasionally. Proper knife safety is demonstrated and small equipment is handled properly.
6–10 Satisfactory	■ Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers is inconsistent among team members. ■ One or more team members have hair improperly restrained and hairnet is not worn when necessary ■ Some visible jewelry or **facial jewelry concealed with bandages.** Hand washing is not done often enough. ■ Station is generally sloppy and unorganized. ■ Oral hygiene is at unacceptable levels for one or more team member. Food contact surfaces are not cleaned and sanitized. Knives and small equipment is handled carelessly.
1–5 Unsatisfactory	■ Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers is not worn by team ■ All team members have hair improperly restrained and hairnet is not worn ■ Abundant visible jewelry or **facial jewelry concealed with bandages.** Hand washing is not done when required. Station is sloppy and unorganized. Personal hygiene is at unacceptable levels for all team members. Food contact surfaces are not cleaned and sanitized. Knives and small equipment is handled carelessly.

☐ **Safety and Appearance SCORE**

TEAM ORGANIZATION

16–20 Exemplary	■ The team has a clearly written plan and accurate timeline. All members are highly skilled in individual tasks. Workload is very evenly distributed and all team members contribute equally. Mise en place is well executed and the team displays excellent time management skills.
11–15 Proficient	■ The team has a written plan and mostly accurate timeline. All members are adequately skilled in individual tasks. Workload is evenly distributed and most team members contribute equally. Mise en place is organized and the team displays sufficient time management skills
6–10 Satisfactory	■ The team has a poorly written plan and timeline. Some members are skilled in individual tasks while others seem challenged. Workload is unevenly distributed and team members contribute unequally. Mise en place is fairly organized and the team displays marginal time management skills
1–5 Unsatisfactory	■ The team does not use a written plan and/or timeline. All members are un-skilled in individual tasks. Workload is very unevenly distributed and team members are challenged to complete tasks. Mise en place is poorly executed and the team displays unacceptable time management skills

☐ **Team Organization SCORE**

Culinary Arts Rubric (continued)

FOOD PRODUCTION

16–20 Exemplary	■ All team members use the appropriate preparation technique and/or cooking method for each food product. The team demonstrates complete knowledge and skill of all fundamental food handling and cooking techniques. All procedures are accomplished in a time efficient manner. 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.
11–15 Proficient	■ All team members use the appropriate preparation technique and/or cooking method for each food product. The team demonstrates knowledge and skill of all fundamental food handling and cooking techniques. Most procedures are accomplished in a time efficient manner. 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.
6–10 Satisfactory	■ Most team members use the appropriate preparation technique and/or cooking method for each food product. The team demonstrates knowledge and skill of some fundamental food handling and cooking techniques. Most procedures are not accomplished in a time efficient manner. 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.
1–5 Unsatisfactory	■ All team members use the incorrect preparation technique and/or cooking method for all food products. The team does not demonstrate knowledge and skill of any fundamental food handling and cooking techniques. All procedures are not accomplished in a time efficient manner. Excess amount of products are prepared and used in each preparation. Usable by-products are not incorporated into the recipes or returned to safe storage.

☐ **Food Production SCORE**

FOOD TASTE/PRESENTATION

31–40 Exemplary	■ Appropriate portion size. Proper size and clean plate is used with no fingerprints or smudges on the rim or the areas that do not display food. Excellent use of contrasting colors and visible texture. No evidence of non-functional garnishing. Plate or bowl used is at the proper temperature when food is served. All food is served at a safe and proper temperature. The texture, flavor and mouth feel of each item demonstrates neither over or undercooking. Maillard reaction and/or caramelization is executed at proper levels. All sauces are served at the correct temperature and consistency. Food items are all seasoned correctly and in balance with one another.
21–30 Proficient	■ Slightly over or under sized portion size. Proper size and clean plate is used with some fingerprints or smudges on the rim or the areas that do not display food. Good use of contrasting colors and visible texture. Small amount of non-functional garnishing. Most food is served at the proper temperature. Most plates or bowls used are at the proper temperature when food is served. Most food is served at a safe and proper temperature. The texture, flavor and mouth feel of most items demonstrates neither over or undercooking. Maillard reaction and/or caramelization is executed at mostly proper levels. Most sauces are served at the correct temperature and consistency. Most food items are seasoned correctly and in balance with one another.
11–20 Satisfactory	■ Obvious over or under sized portion size. Improper size and stained plate is used with some fingerprints or smudges on the rim or the areas that do not display food. Fair use of contrasting colors and visible texture. Unacceptable amount of non-functional garnishing. Some food is served at an improper temperature. Most plates or bowls used are at improper temperatures when food is served. Most food is served at an unsafe and improper temperature. The texture, flavor and mouth feel of several items demonstrates over or undercooking. Maillard reaction and/or caramelization is executed at improper levels. Most sauces are served at the incorrect temperature and consistency. Most food items are seasoned incorrectly and are out of balance with one another.
1–10 Unsatisfactory	■ Obvious over or under sized portion size. Improper size and heavily stained plate is used with fingerprints and smudges on the rim or the areas that do not display food. Poor use of contrasting colors and visible texture. Extensive amount of non-functional garnishing. All food is served at the improper temperature. All plates or bowls used are at improper temperatures when food is served. All food is served at unsafe and improper temperatures. The texture, flavor and mouth feel of all items demonstrate over or undercooking. Maillard reaction and/or caramelization is executed at poor levels. All sauces are served at the incorrect temperature and consistency. All food items are seasoned incorrectly and are out of balance with one another.

☐ **Food Taste/Presentation SCORE**

Evaluator's Comments:

☐ **TOTAL**
(100 points possible)

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

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.

CAREER CLUSTER/CAREER PATHWAY

- **Education and Training— Teaching/Training Pathway**

EVENT CATEGORY

Occupational: grades 10–12

See page 61 for more information on event categories.

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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Portfolio, Resource Container	20 minutes planning	20 minutes	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

* Visual Equipment is allowed only for presentation of electronic portfolio. Visuals are limited to the content of the resource container.

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. The theme will be posted on the FCCLA national website in September.
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.** 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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 34 pages, as described below. 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 45 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–5	*Divider Pages* or Sections	Use up to 5 divider/section pages or slides. 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	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).

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.

Activity Plan	Include goal/objective, rational setting, supplies, activities, and expected outcome. 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. Types and quantities of materials are determined by the participant and are limited only by the size of the container.

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(s) ______________________________

Chapter ______________________ State______ Team # ________ Group # ______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** The individual attended	
Hardcopy Portfolio 0–1 points *or* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/not all required pages are present or completed correctly	**1** Portfolio contains no more than 34 single-sided pages or 45 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project summary submission proof • Up to 5 divider pages or slides • Up to 25 content pages or 35 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ 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 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: **Goal or Objective 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/goal and rationale	**5–6** A written plan is evident with an objective/goal, rationale that is well thought out	**7–8** Objectives/goal and rationale are well written and thought out. Outcomes are measurable	
Activity Planning Form: **Setting, Supplies, Activity** 0–8 points	**0** Not evident	**1–2** Settings, supplies and activity are all explained	**3–4** Settings, supplies and activities are well planned and detailed in description	**5–6** Setting, supplies, and activities are well planned with creativity and appropriateness for age level	**7–8** Setting, supplies and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity. Materials may be recycled, or are environmentally friendly	
Activity Planning Form: **Applications and Evaluation** 0–8 points	**0** No applications or evaluation methods are evident	**1–2** Application includes some plans for modification and there are limited evaluation methods listed	**3–4** Application plans are complete and there is a plan for evaluation with multiple methods evident	**5–6** Application and evaluation methods both indicate an understanding of adaptation, accommodations, and revision	**7–8** Application plans are creative and thoughtful. The activity includes physical activity, science reading readiness or preparation which exceed case study requirements. There are multiple evaluation strategies	

Early Childhood Education Rubric (continued)

ACTIVITY (CONTINUED)

							Points
Introduction 0–5 points	**0** Introduction is missing	**1** Introduction is limited	**2** Introduction includes one objective	**3** Introduction includes one or more objective 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	
Activity 0–10 points	**0** Activity is limited, short or incomplete	**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 incorporated throughout activity	**4** Resources are used effectively throughout activity	**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 it is clear what the lesson intended to accomplish	

PRESENTATION SKILLS

Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

EARLY CHILDHOOD EDUCATION
Activity Planning Form

Name of Participant ______________________________ Age of Children ____________

Type of Activity ______________________________

Name of Activity ______________________________

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

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

3. **Setting:** Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.	4. **Supplies:** What supplies and resources will you use to prepare for and carry out the activity with the children?

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

6. **Applications:** How will you modify or adapt your plan to accommodate the classroom situation—a situation where there are multiple ages in one classroom/special needs students.

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

If additional space is needed, paper will be provided. Use the numbers above to label corresponding responses. Do not rewrite the questions.

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, and an **oral presentation.**

CAREER CLUSTER/CAREER PATHWAY

- **Arts, Audiovisual Technology & Communications—Visual Arts Pathway**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

PROCEDURES & TIME REQUIREMENTS

1. Participants will submit three copies of their completed Fashion Construction Skill Area form to 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 the participant indicated should be evaluated.
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.**

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Display, Sample Garment, Oral Presentation	5 minutes	10 minutes	1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	Table or Freestanding space	Not provided	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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.

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 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name, chapter name, school, city, state, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission on the display.
Contents of *Display*	The *display* **must contain** coordinates to complement the garment/ensemble/accessory, a fabric profile, cost itemization, time log, 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 8½" 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. **Time Log:** A log of time invested in designing and making the garment/accessory should be prepared front side only on 8½" 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. **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).
The *display* MAY CONTAIN these items, but they are NOT REQUIRED:	**Thematic props or decorations:** These include, but are not limited to, titles, banners, flowers, balloons, furnishings, fabric drapes, cutouts, and theme-related objects. Elements may be stationary or moveable. **Audiovisual:** Audiovisuals are permitted as long as all parts other than the electrical cord fit within the *dimensions* of the *display* area. Audiovisuals are not required. **Mannequins:** Any type of *mannequin* that will fit within the *display* size limitations stated above is acceptable, but *mannequins* are neither required nor provided. *Note:* The *display* may not contain a live model. The participant may not model the garment/accessory during the presentation.

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 area.

STAR Events Point Summary Form
FASHION CONSTRUCTION

Name of Participant(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** The individual attended	
Display Set-up 0–1 points	**0** Participants did not set up their *display* within the allotted time period	**1** Participants set up *display* during the allotted time period	
Display Dimensions 0–1 points	**0** Does not fit within the appropriate dimensions/objects not returned within display after the presentation	**1** The display fits/objects returned within display dimension when done	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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	
Fabric Swatch 0–1 point	**0** No fabric swatch provided	**1** Fabric swatch provided					
Information about Fiber/Fabric Construction 0–1 point	**0** No information or incorrect information provided	**1** Thorough and correct					
***Fabric Care* Information** 0–1 point	**0** No information or incorrect information provided	**1** Thorough and correct information provided					
Cost Itemization Accuracy 0–3 points	**0** No cost itemization	**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			
Time Log 0–1 points	**0** No time log provided	**1** Time log provided					
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 Accessories 0–3 points	**0** Not enough accessories used	**1** Accessories detract from *display*	**2** Somewhat complementary	**3** Well chosen, very complementary			
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 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 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 shared 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 is not used during presentation	**1** Display is used to limit amount of speaking time	**2** Display is used minimally during presentation	**3** Display incorporated throughout presentation	**4** Display is used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			

Fashion Construction Rubric (continued)

							Points
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions, but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

CONSTRUCTION SKILLS

Effectiveness of Product Construction 0–3 points	**0** Both form and function need improvement	**1** Satisfactory form *OR* function but not both	**2** Good form *AND* function	**3** Outstanding form *AND* function	
Overall Quality of Workmanship 0–3 points	**0** Low quality, not marketable	**1** Marginal quality of workmanship	**2** Fair quality, somewhat marketable	**3** Very good quality, marketable	
Creativity, Imagination, and Innovation 0–3 points	**0** No evidence	**1** Little evidence	**2** Some evidence	**3** Highly creative, innovative	
Selected Skill Areas 0–24 points	See separate *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 Initial ______________

Room Consultant Initial ______________

FASHION CONSTRUCTION

Skill Area Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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**	
☐ French, flat-felled, lapped, or slot seam	**0**	**1**	**2**	**3**	
☐ Seam finish—stitched & pinked, bound, or serged	**0**	**1**	**2**	**3**	
☐ Blind-stitched or rolled hem	**0**	**1**	**2**	**3**	
☐ Darts, tucks, and/or pleats	**0**	**1**	**2**	**3**	
☐ Graded, trimmed, clipped, and/or notched seams	**0**	**1**	**2**	**3**	
☐ Zipper—centered, lapped, or invisible	**0**	**1**	**2**	**3**	
☐ Shaped seams—princess or eased	**0**	**1**	**2**	**3**	
☐ Gathering	**0**	**1**	**2**	**3**	
☐ Set-in, raglan, or kimono sleeves	**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**	
☐ Napped fabric or one-way print	**0**	**1**	**2**	**3**	
☐ Hand stitching other than hemming	**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 # __________ Group # ________ 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:

- ☐ French, flat-felled, lapped, or slot seam
- ☐ Seam finish—stitched & pinked, bound, or serged
- ☐ Blind-stitched (machine or hand) or rolled hem
- ☐ Darts, tucks, and/or pleats
- ☐ Graded, trimmed, clipped, and/or notched seams
- ☐ Zipper—centered, lapped, or invisible
- ☐ Shaped seams—princess or eased
- ☐ Gathering
- ☐ Set-in, raglan, or kimono sleeves
- ☐ Buttons—shank or sew-through
- ☐ Buttonholes—hand or machine, bound
- ☐ Collar, placket, tabs, or epaulets
- ☐ Waistband or sleeve band
- ☐ Pockets—patch, inseam, welt
- ☐ Facings—neckline, armhole, or hemline
- ☐ Napped fabric or one-way print
- ☐ Hand stitching other than hemming

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 6-piece collection, and construct one collection sample using an original flat pattern designed by the participant. Students will exhibit knowledge of all the aspects that surround design, including design basics, fabric choice, and pricing. For competition, participants must prepare a ***portfolio,* sample garment,** and an **oral presentation**.

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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. *Visual 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.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Portfolio, Sample Garment, Oral Presentation	5 minutes	15 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

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.

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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 46 pages, as described below. 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 57 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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 6 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 81/2” x 11” pages, or a total of up to 12 pages.

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 six piece collection which is created 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 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.

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.
Collection Sample Condition	The collection sample should be actual size, well-constructed, 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. *Visual 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

FASHION DESIGN

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** The individual attended	
Hardcopy Portfolio 0–1 points or **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/not all required pages are present or completed correctly	**1** Portfolio contains no more than 46 single-sided pages or 57 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project summary submission proof • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 DESIGN

Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category _____

							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 they have researched and studied patterns in their buying behavior			
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. It is and 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 on 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	**0** No collection design provided	**1–2** The collection design does not include six complete outfits	**3–5** The collection design includes six complete outfits, but they are poorly designed, have little regard for actual function and fit	**6–8** The collection design includes six complete outfits which are well designed, but would not function or fit well	**9–11** The collection design contains six complete full-color outfits, which are well designed and would fit and function properly, but do not show high potential for their intended audience	**12** The collection design contains six complete, full–color outfits, which are well-designed and functional, and would appeal highly to their intended audience and all required information is attached	
Target Retailer 0–3 points	**0** No target retailer information provided	**1** Both the list of potential retailers and the explanations of choices are inadequate	**2** The list is thorough and explanations are adequate	**3** The list is thorough and explanations are well thought out and complete			
Pricing 0–3 points	**0** No pricing information provided	**1** Some collection pieces are missing AND pricing decisions are not appropriate	**2** Some collection pieces are missing OR pricing decisions are listed but are not appropriate	**3** 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, and achievable, and challenging goals for various stages of a career path	

Fashion Design Rubric (continued)

							Points
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization			
Collection Sample Pattern 0–3 points	**0** Not provided	**1** Some pattern(s) pieces are included and assembly instructions are incomplete	**2** All pattern(s) pieces are included and complete assembly instructions are provided	**3** All pattern(s) pieces are included and labeled appropriately for easy assembly and clear step-by-step assembly instructions are provided			
Collection Sample Condition 0–3 points	**0** Not provided	**1** Collection sample is in poor condition and does not adequately represent the design	**2** Collection sample is actual size and made out of the intended fabric	**3** Collection sample is actual size and made out of the intended fabric. It is well-constructed and appropriate for a professional 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	
Connection to Family and Consumer Sciences 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of the *content* area	**5** Explained fully with evidence of mastery of the *content* area	
Knowledge of Textiles, Fashion, and Apparel 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Collection Sample During Presentation 0–5 points	**0** Portfolio and collection sample are not used during presentation	**1** Portfolio and collection sample are used to limit amount of speaking time	**2** Portfolio and collection sample are used minimally during presentation	**3** Portfolio and collection sample are incorporated throughout presentation	**4** Portfolio and collection sample are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and collection sample	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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: **Evaluator Initial** _________ **Room Consultant Initial** _________

TOTAL
(90 points possible)

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 61 for more information on event categories.

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. Participant(s) will be stopped at 15 minutes.
3. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Visual 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.

ELIGIBILITY & GENERAL INFORMATION

1. Review “Eligibility and General Rules for All Levels of Competition” on page 72 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.

(continued next page)

GENERAL INFORMATION

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

PRESENTATION ELEMENTS ALLOWED

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

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. 💻 The food product scenario for each category will be posted on the STAR Events page of the FCCLA national website on September 1.

Display

A *display* should be used to document and illustrate the work of one project.

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

Project Identification Page	One 8 1/2” x 11” page on *plain paper*, with no *graphics* or decorations; must include participant’s name(s), chapter name, school, city, state, FCCLA national region, event name, and project title.
FCCLA *Planning Process* Summary Page	One 8 1/2” 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 STAR Events Resources page of the FCCLA national website and include proof of submission on 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 online national food product scenario. 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.

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 Fact 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** 15 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. *Visual 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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Display Set-up 0–1 points	**0** Participants did not set up their display within the allotted time frame	**1** Participants set up display during the allotted time period	
Display Dimensions 0–1 points	**0** Does not fit within the appropriate dimensions/objects are not returned within display after presentation	**1** The display fits/objects returned within display dimensions when done	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # ________ Group # ________ 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	
Original Prototype Formula(s) 0–10 points	**0** No prototype formula(s) provided/ formula(s) are do not fit within the current food product scenario	**1–2** One or more versions of the prototype and final prototype presented and fit within the current food product scenario	**3–4** Original, each modified version, and final prototype formula(s) are presented and fit within the current food product scenario, but are written poorly	**5–6** Original, each modified version, within the current formula(s) are well-written, fit within the current food product scenario, and track changes from previous versions	**7–8** Prototype formula(s) are well-written, fits within the current food product scenario, and tracks changes. The final formula(s) meets 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 scenario, and tracks changes. The final formula(s) meets 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 Feedback from testing is well-implemented	
Process Storyboard 0–2 points	**0** No process storyboard presented	**1** Limited photographs, confusing arrangement	**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 information is correct	**4** Nutrition information is complete (see specifications for requirements) and 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 inappropriate	**3** Actual cost of one serving and one package is accurate; suggested pricing is appropriate			
Appearance 0–3 points	**0** Display is illegible and unorganized	**1** Display is neat, but contains grammatical or spelling errors and is organized poorly	**2** Display is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization			

Food Innovations Rubric (continued)

SUGGESTED PRODUCT PACKAGING

					Points
Design Effectiveness 0–3 points	**0** Suggested product packaging not provided	**1** Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	**2** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	**3** Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product. Description of actual materials to be used is included	
Marketability 0–3 points	**0** Suggested product packaging not provided	**1** Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended *audience*	**2** Packaging contains all of the required information (see specifications) and has some visual appeal for the intended *audience*	**3** Packaging contains all of the required information (see specifications) and has high visual appeal for the intended *audience*	
Appearance 0–2 points	**0** Suggested product packaging not provided	**1** Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	**2** Packaging is professional, of high quality and correct grammar and spelling used		

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	
Explanation of Product Choice 0–5 points	**0** No product choice explanation	**1** Product choice explanation was brief and product choice is not thought out or appropriate for scenario and *audience*	**2** Product choice explanation was brief but the product choice is appropriate for scenario and *audience*	**3** Product choice explanation was clear and thorough. Product choice is appropriate for scenario and *audience*	**4** Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and it is appropriate for the current scenario and target *audience*	**5** Product choice explanation was clear and thorough. It is evident that the product choice was thought out and it is highly appropriate for the current scenario and target *audience*	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in presentation	**4** Knowledge of subject matter is evident and shared at times in the presentation	**5** Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Display and Visuals during Presentation 0–5 points	**0** Display and visuals are not used during presentation	**1** Display and visuals are used to limit amount of speaking time	**2** Display and visuals are used minimally during presentation	**3** Display and visuals are incorporated throughout presentation	**4** Display and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation and display/visuals	
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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:

Evaluator Initial ________ **Room Consultant Initial** ________

TOTAL
(90 points possible)

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.**

CAREER CLUSTER/CAREER PATHWAY

- **Hospitality & Tourism Pathway**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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. *Visual 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).

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Portfolio, Oral Presentation	10 minutes/ 10 minutes case study	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

8. 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 72 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.

HOSPITALITY, TOURISM, AND RECREATION
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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 46 pages, as described below. 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 57 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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 specialities 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.

(continued next page)

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.

(continued next page)

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 3 minutes playing time during the presentation. *Visual 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).

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 to design the business/*campaign* website:

- www.google.com/sites
- www.wix.com
- www.moonfruit.com
- www.cabanova.com
- www.weebly.com

STAR Events Point Summary Form
HOSPITALITY, TOURISM, AND RECREATION

Name of Participant(s) ____

Chapter ____________________ State______ Team # ________ Group # ______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual attended or ALL participating members of the team attended	
Hardcopy Portfolio 0–1 points *or* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 46 single-sided pages OR 57 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project summary submission proof • Up to 7 divider pages or slides • Up to 35 content pages or 45 slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

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

VERIFICATION OF FINAL SCORE AND RATING (please initial)

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

HOSPITALITY, TOURISM, AND RECREATION

Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 points	**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 the business/campaign	**1** Website partially communicates the purpose and general information about the business/campaign in an ineffective 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 Focus 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. And, demonstrates a depth of 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 unappealing	**1** Website is visually appealing, but for the wrong market	**2** Website is visually appealing for the target clientele				

Hospitality, Tourism, and Recreation Rubric (continued)

							Points
Customer Service Strategy 0–5 points	**0** No customer service strategy provided	**1** Customer service strategy provided though poorly thought out	**2** Developed a customer service strategy for receiving positive feedback and client complaints	**3** Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff praise, though no plan for preventing future problems	**4** Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff praise and prevention plan for future problems	**5** Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff praise, utilization of testimonials, and prevention plan for future problems	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not current or appropriate or project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat, legible, and 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	
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 matter is evident but not shared in presentation	**4** Knowledge of 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 Visual(s) during Presentation 0–5 points	**0** Portfolio and visuals are not used during presentation	**1** Portfolio and visuals are used during presentation to limit amount of speaking time	**2** Portfolio and visuals are used minimally during presentation	**3** Portfolio and visuals are incorporated throughout presentation	**4** Portfolio and visuals are used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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

							Points
Knowledge of Subject 0–5 points	**0** No case study provided	**1** Case study is incomplete	**2** Case study response did not show evidence of current data and knowledge	**3** Case study response included a limited amount of current data and knowledge	**4** Case study response included an adequate amount of current data and knowledge	**5** Case study response included an extensive amount of current data and knowledge	
Appropriate Solution(s) 0–5 points	**0** No case study provided	**1** Case study is incomplete	**2** Solution was not feasible or appropriate for the situation	**3** Solution was adequate for the situation	**4** Solution was partially feasible though appropriate for the situation	**5** Solution was feasible and appropriate for the situation, with each step of action apparent and well communicated	

Evaluator's Comments: **Evaluator Initial** ________ **Room Consultant Initial** ________

TOTAL ☐

(90 points possible)

HOSPITALITY, TOURISM AND RECREATION

Case Study Form

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?

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 interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/ interior plan addressing the specifics of the design scenario. Participants must prepare a ***file folder,*** an **oral presentation**, and ***visuals.***

Interior Design is sponsored in part by The National Kitchen and Bath Association.

CAREER CLUSTER/CAREER PATHWAY

- **Architecture & Construction— Design/Pre-Construction Pathway**

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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).

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	File Folder, Oral Presentation, Visuals	5 minutes	10 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	Table	Not provided	40 minutes

PRESENTATION ELEMENTS ALLOWED

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

* Visuals are design and sample boards only.

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 72 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 which all participants must base their design on will be available online by September 1.

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 in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Number and Size	Submit one letter-size *file folder.*
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, FCCLA national region, event name, and title of project.
FCCLA *Planning Process* the Summary Page	One 8½" 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the file folder.
Project Budget	The project budget should break down the amount of money allotted for the space by furnishing and design elements (i.e. wall finish, furniture, lighting, accessories, etc.). Each item used in the design should be noted on the project budget. The budget should be on a single, one-sided sheet of 8½" 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, state, and FCCLA national region.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

Design

Each individual or team will design a living space as indicated by the Interior Design Scenario, found in the STAR Events section of the FCCLA national website. *Display* design on two boards which meet above specifications.

Floor Plan	Develop a floor plan that is drawn to a consistent $^1/_4$"=1' scale with room dimensions labeled correctly, 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.
Wall Elevation	Create a 2-D, full color, wall elevation for the space specified in the Interior Design Scenario with a $^1/_2$"=1' scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Boards.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and the state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

Presentation to Clients

The presentation to clients **may be up to** 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way 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 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

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
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)	**2** File Folder is presented with correct labeling, and sufficient evaluator materials • Project ID page • Planning Process summary • Project summary submission proof • Project Budget	
Project Identification Page 0–1 points	**0** Project ID page is missing		**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing		**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ 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	
Project Budget 0–3 points	**0** No project budget provided	**1** Only one or two omissions, consistent format	**2** No omissions, clear and clear and consistent format	**3** Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs and appropriately allocates money based on clients' space needs			

BOARD SPECIFICATIONS

					Points
Type of Board 0–1 point	**0** Another type of board used	**1** Form, 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 specifications			
Illustrations 0–3 points	**0** No illustrations used	**1** Illustrations are limited in quality or quantity is below or above an appropriate amount	**2** Illustrations are appropriate but not overly effective	**3** Highly appropriate and effective illustrations	
Overall Effectiveness 0–3 points	**0** Lacking in visual appeal	**1** Minimal visual appeal	**2** Some visual appeal	**3** Great visual appeal, very effective	

DESIGN

					Points
Scaled Room Floor Plan 0–2 points	**0** Did not appear to use any scale	**1** 1/4" scale used, but not consistently	**2** 1/4" scale used consistently		
Room Dimensions 0–2 points	**0** No room dimensions labeled	**1** Some dimensions labeled	**2** All room dimensions labeled		
Architectural Features 0–3 points	**0** No windows, doors, etc. shown	**1–2** Some windows, doors shown	**3** All architectural features shown		
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 0–2 points	**0** Did not adhere to NKBA Planning Guidelines	**1** Inadequately followed NKBA Planning Guidelines where appropriate in design	**2** Correctly followed NKBA Planning Guidelines where appropriate in design		
Wall Elevation 0–3 points	**0** No wall elevation done	**1–2** Somewhat well-done/effective	**3** Well-done, very effective		
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	

Interior Design Rubric (continued)

					Points
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, health or 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	

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 shared in the 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, NKBA Planning Guidelines where appropriate, and practicality	
Use of Display Boards during Presentation 0–5 points	0 Display boards are not used during presentation	1 Display boards used to limit amount of speaking time	2 Display boards used minimally during presentation	3 Display boards incorporated throughout presentation	4 Display boards used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation and display boards	
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively		1 Voice quality is adequate	2 Voice quality is good, but could improve		3 Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	0 Body language shows nervousness and unease/ inappropriate clothing		1 Body language shows minimal amount of nervousness/ clothing is appropriate	2 Body language is good and and clothing is professional		3 Body language and clothing choice both enhance the presentation	
Grammar/ Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors		1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors		3 Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 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:

Evaluator Initial ______________

Room Consultant Initial ______________

TOTAL
(90 points possible) ☐

STAR EVENTS 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,*** an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

STANDARDS ALIGNMENTS

See Adviser Resource Guide for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTER/ CAREER PATHWAY

- **Human Services**
- **Health Sciences**
- **Hospitality, Tourism and Recreation**

Connection to National Standards for Family and Consumer Sciences

Food Science, Dietetics and Nutrition; Nutrition and Wellness

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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,

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Either	File Folder, Oral Presentation, Management Tool	5 minutes	5 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	Table	Not provided	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

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.

6. 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).
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 72 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.

SPORTS NUTRITION
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 in the top left corner with name of event, event category, participant's name, state, and FCCLA national region.

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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the file folder.
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, 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 avoidance 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. 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(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance		**2** The individual or ALL participating members of the team attended	
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)	**2** File Folder is presented with correct labeling, and sufficient evaluator materials • 1 Project ID page • 1 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	
Project Identification Page 0–1 points	**0** Project ID page is missing		**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing		**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 ________

SPORTS NUTRITION
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category _____

FILE FOLDER CONTENTS (22 Points)

							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 Page(s) 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 or lacks detail		**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 or lacks detail		**3** Provided typical daily schedule to include school schedule, training schedule, and other responsibilities	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/resources listed are not current or appropriate for project		**2** Complete list of resources but incorrect style		**3** Complete list of appropriate resources, in a consistent MLA or APA style	

NUTRITION AND HYDRATION PLAN (35 Points)

							Points
Nutrition Plan Goals 0–5 points	**0** Not provided	**1** 1–3 goals are stated or do not	**2** 3–5 goals are stated, but do not	**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 and realistic recommendations	**13–14–15** Extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutrient 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, any discrepancies are explained, and presented in a consistent format	

Sports Nutrition (continued)

							Points
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	

ORAL PRESENTATION (33 Points)

							Points
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover component 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 shared in the 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 out presentation	**4** Significantly enhances the presentation		
Voice—pitch tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/ inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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:

Evaluator Initial ______________

Room Consultant Initial ______________

TOTAL
(90 points possible) ☐

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.

CAREER CLUSTER/ CAREER PATHWAY

- **Education and Training—Teaching/Training Pathway**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

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. *Visual 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	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes prior to presentation	1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table	Not provided	35 minutes

PRESENTATION ELEMENTS ALLOWED

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

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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 Course-work 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.

TEACH AND TRAIN
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 *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. 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, FCCLA national region, 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 STAR Events Resources page of the FCCLA national website and include proof of submission in the portfolio.
0–7	*Divider Pages* or Sections	Use up to 7 divider/section pages or slides. 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	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.
	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 (include in Shadowing Experience document for Senior and Occupational). Minimum of one presentation required.
	Lesson Plan or Workshop Plan 💻	**Planning:** Indicate for whom the lesson or workshop is intended and describe the *audience* special needs and interests in selection of this lesson. Describe desired outcomes. **Organization:** Describe the flow of the lesson or workshop including the introduction, *content*, and conclusion. Maintain *audience* attention and productive learning. Include use of *technology* and supplies needed. **Activity:** Describe the activity(s), define *resources* and supplies needed. Develop the handouts. **Follow Up:** Evaluate the lesson or workshop using multiple methods and include ways to improve *content* and/or delivery.

(continued next page)

Up to 27 pages or 37 slides *(continued)*	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.

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.
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(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend	**2** The individual attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 points	**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 0–1 points	**0** Portfolio exceeds the page limit/ not all required pages are present or completed correctly	**1** Portfolio contains no more than 38 single-sided pages OR 49 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Project summary submission proof • Up to 7 divider pages or slides • Up to 27 content pages or 37 content slides	
Project Identification Page 0–1 points	**0** Project ID page is missing	**1** Project ID page is present and completed correctly	
Project Summary Submission Proof 0–1 points	**0** Project Summary Submission missing	**1** Project Summary Submission present	
Punctuality 0–1 points	**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**

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 ________

TEACH AND TRAIN—Junior

Rubric

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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	
Evidence of Prior Presentation 0–5 points	**0** No prior presentation done	**1** Participation indicates that the lesson/ workshop plan was presented but shows no evidence of the prior presentation	**2** Minimal evidence of prior presentation of the lesson/ workshop plan	**3** Extensive evidence of prior presentation of the lesson/ workshop plan	**4** Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed.	**5** Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
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. The 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	

Teach and Train—Junior Rubric (continued)

							Points
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 are explained well. Plans to improve the lesson/workshop are included	
Evidence of Technology Used 0–5 points	**0** No technology used in lesson/ workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly	**5** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
Works Cited/ *Bibliography* 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not *current* or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in a MLA or APA style			
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization			
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 and logical delivery	
Knowledge of Selected Career 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of selected career is evident but not shared in presentation	**4** Knowledge of selected career is evident and shared at times in presentation	**5** Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	**0** No evidence of relationship to FACS	**1** Minimal evidence of FACS knowledge and coursework	**2** Some evidence of FACS knowledge and coursework	**3** FACS knowledge and coursework is evident but not shared	**4** Coursework and knowledge of the relationship to FACS is evident and shared	**5** Coursework and knowledge of FACS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	**0** Portfolio and visuals are 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** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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: **Evaluator Initial** ________ **Room Consultant Initial** ________

TOTAL
(90 points possible)

TEACH AND TRAIN—Senior and Occupational

Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # _______ 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. The 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 are explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Senior and Occupational Rubric (continued)

							Points
Shadowing Experience 0–5 points	**0** No shadowing experience done	**1** Shadowing experience was done without a best practices educator	**2** Shadowing experience done with a best practices educator but is documented minimally	**3** Shadowing experience with a best practices educator is documented extensively	**4** Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	**5** Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans. The lesson/workshop plan was presented by the participant during their shadowing experience	
Evidence of Technology Used 0–5 points	**0** No technology used in lesson/workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly	**5** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	

					Points
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Incomplete list of resources/ resources listed are not current or appropriate for project	**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in a MLA or APA style	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized	**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization	

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 and logical delivery	
Knowledge of Selected Career 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of selected career is evident but not shared in presentation	**4** Knowledge of selected career is evident and shared at times in presentation	**5** Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	**0** No evidence of relationship to FACS	**1** Minimal evidence of FACS knowledge and coursework	**2** Some evidence of FACS knowledge and coursework	**3** FACS knowledge and coursework is evident but not shared	**4** Coursework and knowledge of the relationship to FACS is evident and shared	**5** Coursework and knowledge of FACS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	**0** Portfolio and visuals are 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	

					Points
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	

							Points
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: **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 are the education path and qualifications 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.

III. Document evidence of prior presentations, including outcomes.

TEACH AND TRAIN

Lesson/Workshop Plan

Use this outline with these headings in this order when preparing lesson.
The lesson/workshop plan may not exceed two pages or three slides in length.

1. Presenter Name
2. Lesson/Workshop Title
3. Objective(s)
4. Audience Description
5. Location of Presentation(s)
6. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			

Curriculum Standard or Corporate Strategy addressed:

Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.

Evaluation Methods

Online Events

FCCLA Chapter Website 295

Digital Stories for Change 304

No Kid Hungry
National Outreach Project 316

Virtual Poster 326

Online Events: have two participation levels. In Level I, participants submit their online, digital project for evaluation. In Level II, the twenty (20) highest scoring entries are invited to present their digital project, plus an oral presentation, at the National Leadership Conference.

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.

STANDARDS ALIGNMENTS

See Adviser Resource Guide for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTER/ CAREER PATHWAY

- **Arts, A/V Technology & Communications**
- **Human Services**

Connection to National Standards for Family and Consumer Sciences

REASONING FOR ACTION

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

ELIGIBILITY

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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.

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Website with required components	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table, Laptop Computer, Internet Connection	Provided	20 minutes

PRESENTATION ELEMENTS ALLOWED

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

* A USB Drive is allowed for backup presentation use only. No additional Audio, Visual 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 will 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 February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
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 74 for National STAR Events registration deadlines and information.

AWARDS AND RECOGNITION—LEVEL 1

Each participant will receive a printable electronic STAR Events certificate along with their evaluation results. States may recognize these participants, if desired. The top 20 participants (no ranking 1–20 indicated) 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 use the rubric to score and write comments for participants.

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, FCCLA national region, 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 STAR Events Resources page of the national FCCLA website 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 given permission to reuse. 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 amounts 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.

(continued next page)

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.com).

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(s) ____

Chapter ______________________________ State______ Team # ________ Group # ______ Category ______

WEBSITE CONTENT—DOCUMENTATION (0 to 15 Points)

							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 or 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, FCCLA national region, 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 is 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 (0 to 65 Points)

						Points
Promotion of Family and Consumer Sciences and FCCLA 0–15 points	**0** None provided	**1–3** Website is limited in the promotion of FCCLA and FACS.	**4–7** Website promotes either FCCLA or FACS, but not both. Inconsistent messages about the programs.	**8–12** Website promotes FCCLA and FACS as important. User is not moved beyond current expectations	**13–15** Website promotes with enthusiasm FCCLA and FACS as essential for all students. Expands user knowledge and moves beyond expectation	
Membership Information 0–10 points	**0** None provided	**1–3** 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	**8–10** 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 but 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 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	**1–3** Limited information and no links included	**4–5** 1–3 partners are recognized and website links are included	**6–7** 4–5 partners are recognized and website links are included	**8–10** 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 are up-to-date	

FCCLA Chapter Website Rubric (continued)

						Points
Program of Work 0–10 points	**0** None provided	**1–3** 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	**8–10** Excellent participation in local, state, and national programs is included in a comprehensive program of work.	
WEBSITE CONTENT—DESIGN AND NAVIGATION (0 to 20 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(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Punctuality 0–1 points	**0** Participant was late for presentation	**1** Participant was on time for presentation	

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**	

EVALUATORS' SCORES

Evaluator 1 ____________ Initials ____________

Evaluator 2 ____________ Initials ____________

Evaluator 3 ____________ Initials ____________

Total Score ____________ divided by number of evaluators

____________ **= AVERAGE EVALUATOR SCORE**

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(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ Category ______

WEBSITE CONTENT—DOCUMENTATION (0 to 15 Points)

							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 or 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, FCCLA national region, 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 is 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 (0 to 65 Points)

						Points
Promotion of Family and Consumer Sciences and FCCLA 0–15 points	**0** None provided	**1–3** Website is limited in the promotion of FCCLA and FACS.	**4–7** Website promotes either FCCLA or FACS, but not both. Inconsistent messages about the programs.	**8–12** Website promotes FCCLA and FACS as important. User is not moved beyond current expectations	**13–15** Website promotes with enthusiasm FCCLA and FACS as essential for all students. Expands user knowledge and moves beyond expectation	
Membership Information 0–10 points	**0** None provided	**1–3** 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	**8–10** 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 but 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 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	**1–3** Limited information and no links included	**4–5** 1–3 partners are recognized and website links are included	**6–7** 4–5 partners are recognized and website links are included	**8–10** 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 are up-to-date	

FCCLA Chapter Website Rubric (continued)

						Points
Program of Work 0–10 points	**0** None provided	**1–3** 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	**8–10** Excellent participation in local, state, and national programs is included in a comprehensive program of work.	

WEBSITE CONTENT—DESIGN AND NAVIGATION (0 to 20 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				

ORAL PRESENTATION (34 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 shared 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 to Family and Consumer Sciences Coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of the content area	**5** Explained fully with evidence of mastery of the content area	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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:

Evaluator Initial _______________

Room Consultant Initial _______________

LEVEL II TOTAL

(134 points possible)

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 2013–2014 is "Making Healthy Choices," which may include, but is not limited to topics, units, or activities related to FCCLA programs such as FACTS, Families First, or Student Body. **Level I:** Participants must prepare a ***digital story,*** to be submitted online. **Level II:** The twenty (20) highest scoring entries will be invited to present their *digital story*, plus an **oral presentation,** at the National Leadership Conference.

CAREER CLUSTER/ CAREER PATHWAY

- **Arts, A/V Technology & Communications**
- **Human Services**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

ELIGIBILITY

1. Review "Eligibility and General Rules for All Levels of Competition" on page 72 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. The topic for 2013–2014 is "Making Healthy Choices," which may include, but is not limited to topics, units, or activities related to FCCLA programs such as FACTS, Families First, or Student Body. It is not a demonstration or "how to" presentation, nor a photo/video slide show.
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

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Digital Story, Oral Presentation (Level II)	5 minutes		1-minute warning at 4 minutes; stopped at 5 minutes	5 minutes	Table, Internet Access	Provided	20 minutes

PRESENTATION ELEMENTS ALLOWED

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

* As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Visual Equipment, or Visuals than identified above.

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 February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
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 74 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 20 participants (no ranking 1–20 indicated) 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 use the rubric to score and write comments for participants.

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 1 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, FCCLA national region, 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 STAR Events Resources page of the national FCCLA website 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. The topic for 2013–2014 is "Making Healthy Choices," which may include, but is not limited to topics, units, or activities related to FCCLA programs such as FACTS, Families First, or Student Body. The *digital story/video* may be produced using video creation tools of the participants' choice, but must be posted online to the website/wiki.

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 creative 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 licenses 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.com.
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(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category ______

WEBSITE/WIKI							Points
Project Identification Page 0–4 points		**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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, images sketches or *graphics*, and technical aspects. Storyboard is followed.	
Project Summary 0–15 points	**0** Not Provided	**1-2-3** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented.	**4-5-6** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented.	**7-8-9** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized.	**10-11-12** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented.	**13-14-15** Purpose of project, relationships to FACS 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 overused 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)

							Points
Technical Quality Images or Video 0–5 points	**0** Images or video was used without appropriate copyright permission.	**1** Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video.	**2** Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video.	**3** Images/video quality is inconsistent—no use of copyrighted images or video.	**4** Images/video quality is good throughout—no use of copyrighted images or video.	**5** Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video.	
Technical Quality Editing 0–5 points	**0** Not evident.	**1** Editing produces a product difficult to watch or follow.	**2** Inconsistent editing with under/over use of transitions and effects.	**3** Editing generally supports the presentation, neither enhances nor detracts from the presentation	**4** Good editing and overall production to support the presentation.	**5** Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation.	
Documentation 0–5 points	**0** Sources are cited but no permissions for using copyrighted work is included.	**1** Copyright is questionable and source list is incomplete.	**2** Copyright is questionable and sources are in inconsistent format.	**3** Copyright statements and permissions are included for most sources but in inconsistent format.	**4** Copyright statements and permissions are included for all sources. Complete list is in a consistent format.	**5** Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.	
Licensing 0 or 5 points	**0** The video was not licensed by the participant.			**5** A Creative Commons license or copyright statement is included in the video.			
Communication—Graphics/Images 0–5 points	**0** No images or *graphics* were used.	**1** Images are not relevant to the project.	**2** Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative.	**3** Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative.	**4** Graphics, images, or video match most of the storyline, and communicate symbolism or metaphors. Images mostly coordinated with music, sound, or narrative.	**5** Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative.	
Communication—Text 0–5 points	**0** No text was used.	**1** There are so many errors in word or text that it detracts from the project.	**2** Word or text does not enhance the project and contains errors.	**3** Word or text choices are appropriate but but contain errors.	**4** Word or text choices are good and support the project idea.	**5** Word or text choices are powerful, vivid, and descriptive to *audience*.	
Communication—Music/Sound 0–5 points	**0** No music or sound.	**1** Music or sound is not relevant to the project, or is distracting	**2** Music/sound is relevant but not coordinated with images.	**3** Music/sound neither enhances nor detracts from the project.	**4** Enriches the project, creates interest, and is mostly coordinated with images.	**5** Significantly enriches the project, creates appropriate mood/tone, and coordinated with images.	
Narration 0–5 points	**0** Not included.	**1** Is not relevant, does not match the storyline.	**2** Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively.	**3** Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average.	**4** Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good.	**5** Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent.	
Ending 0–5 points	**0** Ending is abrupt, weak, or video simply stops.	**1-2** Ending is somewhat developed but does not provide closure.		**3-4** Ending brings closure, but does not engage the audience in reflective thinking or action toward change.		**5** Ending brings closure and engages the audience in reflective thinking or action toward change.	

Evaluator's Comments:

LEVEL I TOTAL
(100 points possible)

STAR Events Point Summary Form

DIGITAL STORIES FOR CHANGE

Level II Only

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Punctuality 0–1 points	**0** Participant was late for presentation	**1** Participant was on time for presentation	

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**	

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ **= AVERAGE EVALUATOR SCORE**

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(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

WEBSITE/WIKI							Points
Project Identification Page 0–4 points		**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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, images sketches or *graphics*, and technical aspects. Storyboard is followed.	
Project Summary 0–15 points	**0** Not Provided	**1-2-3** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented.	**4-5-6** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented.	**7-8-9** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized.	**10-11-12** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented.	**13-14-15** Purpose of project, relationships to FACS 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 overused 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.	

Digital Stories for Change (continued)

							Points
Technical Quality Sound 0–5 points	**0** No sound or music was used in the project.	**1** Sound quality is poor (crackling, volume issues).	**2** Sound quality is inconsistent.	**3** Sound quality is consistent throughout the project, neither enhances nor detracts.	**4** Sound quality is good throughout.	**5** Sound quality is excellent throughout.	
Technical Quality Images or Video 0–5 points	**0** Images or video was used without appropriate copyright permission.	**1** Images/video quality is poor (low resolution, size distortion) no use of copyrighted images or video.	**2** Images/video quality is inconsistent (low resolution, size distortion) no use of copyrighted images or video.	**3** Images/video quality is inconsistent—no use of copyrighted images or video.	**4** Images/video quality is good throughout—no use of copyrighted images or video.	**5** Images/video quality is excellent—high resolution, no distortion, no use of copyrighted images or video.	
Technical Quality Editing 0–5 points	**0** Not evident.	**1** Editing produces a product difficult to watch or follow.	**2** Inconsistent editing with under/over use of transitions and effects.	**3** Editing generally supports the presentation, neither enhances nor detracts from the presentation	**4** Good editing and overall production to support the presentation.	**5** Excellent editing and production with smooth and effective transitions. Use of effects supports the presentation.	
Documentation 0–5 points	**0** Sources are cited but no permissions for using copyrighted work is included.	**1** Copyright is questionable and source list is incomplete.	**2** Copyright is questionable and sources are in inconsistent format.	**3** Copyright statements and permissions are included for most sources but in inconsistent format.	**4** Copyright statements and permissions are included for all sources. Complete list is in a consistent format.	**5** Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format.	
Licensing 0 or 5 points	**0** The video was not licensed by the participant.			**5** A Creative Commons license or copyright statement is included in the video.			
Communication—Graphics/Images 0–5 points	**0** No images or graphics were used.	**1** Images are not relevant to the project.	**2** Graphics, images, or video used do not match the storyline or enrich the project. Images not coordinated with music, sound, or narrative.	**3** Graphics, images, or video is inconsistently used and is not clearly matched with the storyline. Images not coordinated with music, sound, or narrative.	**4** Graphics, images, or video match most of the storyline, and communicate symbolism or metaphors. Images mostly coordinated with music, sound, or narrative.	**5** Graphics, images, or video creates emotion to match storyline, and communicate symbolism or metaphors. Images well-coordinated with music, sound, or narrative.	
Communication—Text 0–5 points	**0** No text was used.	**1** There are so many errors in word or text that it detracts from the project.	**2** Word or text does not enhance the project and contains errors.	**3** Word or text choices are appropriate but but contain errors.	**4** Word or text choices are good and support the project idea.	**5** Word or text choices are powerful, vivid, and descriptive to *audience*.	
Communication—Music/Sound 0–5 points	**0** No music or sound.	**1** Music or sound is not relevant to the project, or is distracting	**2** Music/sound is relevant but not coordinated with images.	**3** Music/sound neither enhances nor detracts from the project.	**4** Enriches the project, creates interest, and is mostly coordinated with images.	**5** Significantly enriches the project, creates appropriate mood/tone, and coordinated with images.	
Narration 0–5 points	**0** Not included.	**1** Is not relevant, does not match the storyline.	**2** Scripting is not original, does not match storyline. Voice quality, diction, fluency, and flow is not used effectively.	**3** Scripting relies on too many facts, quotes, or other non-original elements. Voice quality, diction, fluency and flow is average.	**4** Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is good.	**5** Follows an original script, includes participant(s). Voice quality, diction, fluency, and flow is excellent.	
Ending 0–5 points	**0** Ending is abrupt, weak, or video simply stops.	**1-2** Ending is somewhat developed but does not provide closure.		**3-4** Ending brings closure, but does not engage the audience in reflective thinking or action toward change.		**5** Ending brings closure and engages the audience in reflective thinking or action toward change.	

Digital Stories for Change (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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery.	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in the 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 to Family and Consumer Sciences coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of the *content* area	**5** Explained fully with evidence of mastery of the *content* area	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and pronunciation errors	**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** 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 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 **www.fcclainc.org/content/resources**

Page ______ of ______

“No Kid Hungry” National Outreach Project

LEVELS I and II

“No Kid Hungry” National Outreach Project, an individual or *team event*, recognizes chapters that participate in the “No Kid Hungry” Share our Strength National Outreach Project. Participants will use Family and Consumer Sciences *content* and skills to address ending childhood hunger through service learning, education/awareness, and fundraising.

Level 1: Participants will create a *campaign* utilizing *resources* of their choice (posters, local media, websites, social media, etc.) to promote the local “No Kid Hungry” *campaign*. The project must be presented for evaluation on a chapter or school website.

Level II: The twenty (20) highest scoring entries will be invited to present the project’s *campaign* (presented for evaluation on a chapter or school website), plus an oral presentation, at the National Leadership Conference.

CAREER CLUSTER/ CAREER PATHWAY

- **Arts, A/V Technology & Communications**
- **Human Services**

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

ELIGIBILITY

1. Review “Eligibility and General Rules for All Levels of Competition” on page 72 prior to event planning and preparation.
2. Any nationally affiliated FCCLA chapter may submit **one** entry from either the junior, senior, or occupational category.

PROCEDURES: LEVEL I

1. Participants will create a *campaign* utilizing *resources* of their choice (posters, local media, websites, social media, etc.), to promote the local “No Kid Hungry” *campaign*. The project

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual or Team	Digital Story, Oral Presentation (Level II)	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table Internet Access	Provided	20 minutes

PRESENTATION ELEMENTS ALLOWED

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

* As a backup, participants may bring their digital story files on a USB drive. No additional Audio, Visual Equipment, or Visuals than identified above.

must be presented for evaluation on a chapter or school website.

2. The website may be developed using website services, templates, or software of the participants' choice. The website and all project components must be available for viewing by the general public and not through a password protected site. All required project components that are presented as files must be able to be opened in Microsoft Word or in PDF format.
3. Participants must license their work (www.creativecommons.com may be used).
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* 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. 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 the chapter has been notified that evaluation of the website has been completed. 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 February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
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 74 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 20 participants (no ranking 1–20 indicated) will receive, by March 15, an invitation 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 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.
3. Following the presentation, evaluators will have 5 minutes to interview the participant and will use the rubric to score and write comments for participants.

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 web 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 1 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.

“NO KID HUNGRY”
National Outreach Program
Specifications

Website Content

Participants will create a *campaign*, utilizing *resources* of their choice (posters, local media, websites, social media, etc.) to promote the local “No Kid Hungry” campaign. All required project components that are presented as files must be able to be opened in Microsoft Word or in PDF format. The project must be presented for evaluation on a chapter or school website.

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, FCCLA national region, event name, and project title. Must be included on a website page, or if posted as a file, must be able to open 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 included on a website page, or if posted as a file, must be able to open 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	Complete the online project summary form located on the STAR Events Resources page of the national FCCLA website and include proof of submission on the website.
1–3 8 ½” x 11” pages	Project Summary	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 included on a website page, or if posted as file, must be able to be opened in Microsoft Word or PDF format.
Website pages as needed	Community Service/ Service Learning, Education and Awareness Activities	“No Kid Hungry” activities focus on the larger *community* and should include multiple opportunities for service learning related to Family and Consumer Sciences or other courses. Examples include students in culinary arts providing low cost/healthy food demonstrations, or personal finance students partnering with local food pantries to develop food budget plans. Education and awareness activities focus on spreading the word about childhood hunger and its impact on the *community*. Examples include developing posters on childhood hunger facts and promoting the Pledge to End Childhood Hunger. Visit www.fcclainc.org, www.strength.org/fccla, and www.nokidhungry.org/youth for more ideas.
Website pages as needed	Fundraising Activities	One or more fundraising activities are implemented and aligned with overall project goals. Examples include participating in The Great American Bake Sale or the Better Homes and Gardens Clean Out for Kids. Visit www.fcclainc.org, www.strength.org/fccla, and www.nokidhungry.org/youth for more ideas.
Website pages as needed	Project Goals and Impact	Include evidence that the intended impact of the project was reached, including data, statistics, or information that can be used in future “No Kid Hungry” projects.
Website pages as needed	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.*

Website Design and Navigation

The website may be developed using website services, templates, or software of the participants' choice. The website and all project components must be available for viewing by the general public and not through a password protected site.

Creativity and Design	Color, design, effects and creative ideas of the website support the project and do not distract the viewer from the overall project goals.
Communication—Graphics/Images/Appearance	Graphics, images, or video creates emotion to match the project and communicates symbolism or metaphors. Only original *graphics* or images or those licensed for reuse may be used. Website design must be *professional* in appearance and use correct grammar and spelling.
Licensing	A copyright or licensing statement is included throughout the website. Creative Commons licensing may be used—www.creativecommons.com.
Navigation	The website should provide seamless navigation between pages and website *content*. Navigation hyperlinks work, little scrolling of pages is required, and the viewer can quickly locate project information.

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 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.

"NO KID HUNGRY"
National Outreach Program—Level I
Rubric

Name of Participant(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

WEBSITE CONTENT (0 to 75 points)							Points
Project Identification Page 0 or 4 points	**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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			
Project Summary 0–5 points	**0** Not Provided	**1** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	**2** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	**3** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**4** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented	**5** Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
Community Service/ Service Learning/ Education/ Awareness Activities 0–25 points	**0** No evidence of community service/ service learning activities/education awareness activities	**1–5** Activities are minimal and do not relate to the Family and Consumer Sciences curriculum or goals of the project	**6-10** Activities focus on small groups versus the larger community and do not provide opportunities related to the Family and Consumer Sciences or other courses	**11-15** Activities focus on the community but do not reflect service learning opportunities for students enrolled in Family and Consumer Sciences or other courses. Education/awareness efforts are evident and the project increases awareness of at least 1 of the following: childhood hunger, FCCLA, or Family and Consumer Sciences	**16-20** Activities focus on the community and include at least 1 service learning opportunity for students enrolled in Family and Consumer Sciences or other courses. Education/awareness activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with only a select audience	**21-25** Activities focus on the community and include 2 or more service learning opportunities for students enrolled in Family and Consumer Sciences or other courses. Education/ awareness activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators and school board	
Fundraising Activities 0–30 points	**0** No evidence of fundraising activities	**1-6** Limited evidence of fundraising activities	**7-12** Fundraising activities are limited and are not aligned with project goals	**13-18** Fundraising activities are aligned with project goals	**19-24** Fundraising activities are effective, aligned with project goals, and bring attention to childhood hunger issues	**25-30** Fundraising activities are effective, aligned with and meet or exceed project goals, unique, and bring unique, and bring attention to childhood hunger issues	
Overall Project Goals and Impact 0–5 points	**0-1** Project goals and impact is not addressed		**2** Impact toward project goals is limited	**3** Impact toward project goals is addressed but data, statistics or information is not provided	**4** Impact is shown with data, statistics and information	**5** Impact is significant with data, statistics and information that can be used in future projects	

“No Kid Hungry” National Outreach Project (continued)

WEBSITE DESIGN AND NAVIGATION (0 to 25 points)						**Points**
Creativity and Design 0–5 points	**0-1** Color, design and/or effects are overused or so minimal they distract from the purpose and focus	**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 not 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	
Communication—Graphics/Images/Appearance 0–10 points	**0-1** No images or *graphics* were used, or images were not relevant to the project. Many errors in word/text that it detracts from the project	**2-3** Graphics, images, or video used do not support the project. Noticeable errors begin to detract from the project	**4-5** Graphics, images, or video is inconsistently used and is not clearly matched with the project. Some errors in spelling or or grammar	**6-7** Graphics, images, or video match most of the project, communicate symbolism or metaphors, minimal errors in spelling or grammar.or grammar	**8-10** Graphics, images, or video creates emotion to match project, and communicate symbolism or metaphors. No errors in word choices, spelling,	
Documentation/Works Cited/Bibliography 0–5 points	**0-1** None cited, or sources are cited but no permissions for using copyrighted work is 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 a consistent format.	**5** Work is original, copyright statements with permissions granted are included for all sources	
Licensing 0–5 points	**0** The video was not licensed by the participant		**5** A Creative Commons license or copyright statement is included in the video			

Evaluator’s Comments:

LEVEL I TOTAL
(100 points possible)

STAR Events Point Summary Form
"NO KID HUNGRY"
National Outreach Program—Level II Only

"NO KID HUNGRY" NATIONAL OUTREACH PROJECT

Name of Participant(s) ____________________

Chapter ____________________ State______ Team # __________ Group # ________ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Punctuality 0–1 points	**0** Participant was late for presentation	**1** Participant was on time for presentation	

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**	

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ = **AVERAGE EVALUATOR SCORE**

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 ________

"NO KID HUNGRY"
National Outreach Program—Level II Only
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ Category _____

WEBSITE CONTENT (0 to 75 points)							Points
Project Identification Page 0 or 4 points		**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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		
Project Summary 0–5 points	**0** Not Provided	**1** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	**2** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	**3** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**4** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented	**5** Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
Community Service/ Service Learning/ Education/ Awareness Activities 0–25 points	**0** No evidence of community service/ service learning activities/education awareness activities	**1–5** Activities are minimal and do not relate to the Family and Consumer Sciences curriculum or goals of the project	**6-10** Activities focus on small groups versus the larger community and do not provide opportunities related to the Family and Consumer Sciences or other courses	**11-15** Activities focus on the community but do not reflect service learning opportunities for students enrolled in Family and Consumer Sciences or other courses. Education/awareness efforts are evident and the project increases awareness of at least 1 of the following: childhood hunger, FCCLA, or Family and Consumer Sciences	**16-20** Activities focus on the community and include at least 1 service learning opportunity for students enrolled in Family and Consumer Sciences or other courses. Education/awareness activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with only a select audience	**21-25** Activities focus on the community and include 2 or more service learning opportunities for students enrolled in Family and Consumer Sciences or other courses. Education/ awareness activities positively increased awareness of childhood hunger, FCCLA, and Family and Consumer Sciences with many of these audiences: peers, the community, public-at-large, elected officials, school administrators and school board	
Fundraising Activities 0–30 points	**0** No evidence of fundraising activities	**1-6** Limited evidence of fundraising activities	**7-12** Fundraising activities are limited and are not aligned with project goals	**13-18** Fundraising activities are aligned with project goals	**19-24** Fundraising activities are effective, aligned with project goals, and bring attention to childhood hunger issues	**25-30** Fundraising activities are effective, aligned with and meet or exceed project goals, unique, and bring attention to childhood hunger issues	
Overall Project Goals and Impact 0–5 points	**0-1** Project goals and impact is not addressed		**2** Impact toward project goals is limited	**3** Impact toward project goals is addressed but data, statistics or information is not provided	**4** Impact is shown with data, statistics and information	**5** Impact is significant with data, statistics and information that can be used in future projects	

“No Kid Hungry” National Outreach Project (continued)

WEBSITE DESIGN AND NAVIGATION (0 to 25 points)

						Points
Creativity and Design 0–5 points	**0-1** Color, design and/or effects are overused or so minimal they distract from the purpose and focus	**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 not 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	
Communication—Graphics/Images/ Appearance 0–10 points	**0-1** No images or graphics were used, or images were not relevant to the project. Many errors in word/text that it detracts from the project	**2-3** Graphics, images, or video used do not support the project. Noticeable errors begin to detract from the project	**4-5** Graphics, images, or video is inconsistently used and is not clearly matched with the project. Some errors in spelling or or grammar	**6-7** Graphics, images, or video match most of the project, communicate symbolism or metaphors, minimal errors in spelling or grammar	**8-10** Graphics, images, or video creates emotion to match project, and communicate symbolism or metaphors. No errors in word choices, spelling, or grammar	
Documentation/ Works Cited/ Bibliography 0–5 points	**0-1** None cited, or sources are cited but no permissions for using copyrighted work is 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 a consistent format	**5** Work is original, copyright statements with permissions granted are included for all sources	
Licensing 0–5 points	**0** The video was not licensed by the participant		**5** A Creative Commons license or copyright statement is included in the video			

ORAL PRESENTATION

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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in the 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 to Family and Consumer Sciences coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, but done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of the *content* area	**5** Explained fully with evidence of mastery of the *content* area	

Voice—Pitch, Tempo, Volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors	**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

Virtual Poster LEVELS I and II

Virtual Poster, an *individual event*, recognizes participants who demonstrate their knowledge, skills, and ability to publish a virtual, interactive digital poster using Glogster EDU (edu.glogster.com) or other interactive poster site. The *virtual poster* will address an issue related to the national FCCLA program, STOP the Violence (Students Taking on Prevention). The *virtual poster* will include a video of the participant presenting their project to an *audience*. **Level I:** Participants must prepare a ***virtual poster,*** to be submitted online. **Level II:** The twenty (20) highest scoring entries will be invited to present their *virtual poster*, plus an **oral presentation,** at the National Leadership Conference.

CAREER CLUSTER/ CAREER PATHWAY

Arts, A/V Technology & Communications
Human Services

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 61 for more information on event categories.

ELIGIBILITY

1. Review “Eligibility and General Rules for All Levels of Competition” on page 72 prior to event planning and preparation.

PROCEDURES: LEVEL I

1. Participants create a *virtual poster* using Glogster EDU (http://edu.glogster.com) or other interactive poster site. The *virtual poster* must relate to the national FCCLA program, STOP the Violence (Students Taking on Prevention). It is not a demonstration or “how to” presentation, but should reflect participant research, *content* knowledge, and recommendations for individual or *community* action.
2. Each *virtual poster* must include an embedded video of the participant presenting their project to an *audience*. Total running time of the embedded video must be no longer than five (5) minutes in length, to include the title and credits.
3. Projects must be posted on the school/FCCLA chapter website or wiki. Posted components include the *virtual poster,* the *project identification page*, the FCCLA *Planning Process* summary page, and the *bibliography*. The

(continued next page)

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Equipment Provided	Electrical Access	Total Event Time
Individual	Virtual Poster, Oral Presentation (Level II)	5 minutes		1-minute warning at 9 minutes; stopped at 10 minutes	5 minutes	Table, Internet Access, Laptop Computer	Provided	20 minutes

PRESENTATION ELEMENTS ALLOWED

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

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

virtual poster is presented as a Glog or other interactive site; the other required project components must either be posted for viewing as a webpage or must be able to be opened in Microsoft Word or in PDF format.

4. Participants must license their work (www.creativecommons.com may be used).
5. **The use of inappropriate music, *graphics*, or text will automatically disqualify the entry.** Inappropriate materials are those that are obscene, profane, or explicit.
6. **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.
7. Participants must follow state or district rules/guidelines for student privacy and use of photographs or student work when published online.
8. Deadline for submission of Level 1 entries is February 1, no Level 1 entries may be changed after February 1.

ENTRY SUBMISSION AND REGISTRATION PROCESS

1. Level I entries will be submitted no later than February 1 using the Online STAR Events entry/registration form. A Level I entry fee will be required.
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. See page 74 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 20 participants (no ranking 1–20 indicated) will receive, by March 15, an invitation 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 present their *virtual poster* as part of an oral presentation to evaluators. The presentation should describe the research, planning, impact and personal learning of the participant as a result of the project. The oral presentation and presentation of the *virtual poster* **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.
3. Following the presentation, evaluators will have 5 minutes to interview the participant and will use the rubric to score and write comments for participants.

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 files used to create their *virtual poster*, as well as static screen shots, on a USB drive. Participants are not allowed to bring in any additional equipment. Note cards may be used in the oral presentation.
2. Spectators may observe the *virtual poster* and oral presentation portion of this event, if space allows.

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.

VIRTUAL POSTER
Specifications

Website

Projects must be posted on the school/FCCLA chapter website or wiki. Posted components include the *virtual poster*, the *project identification page*, the FCCLA *Planning Process* summary page, and the *bibliography*. The *virtual poster* is presented as a Glog or other interactive poster; the other required project components must either be posted for viewing as a webpage or 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, FCCLA national region, 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 STAR Events Resources page of the national FCCLA website and include proof of submission on the website.
1–3 8 ½" x 11" pages	Project Summary	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.
As Needed	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*.

Virtual Poster

The *virtual poster* must include the following identifiable components: project title; introductory text box which describes the STOP the Violence issue to which it relates; informational text boxes, *graphics*, images, data, etc.; embedded video presentation; and links to the *project identification page*, FCCLA *Planning Process* Summary Page, and *Bibliography*. The embedded video is a presentation of the *virtual poster* to an *audience*—integrating the *virtual poster* into the recorded presentation.

Idea Organization	Ideas are coherent and effectively organized within the *virtual poster*.
Subject Knowledge	Subject knowledge of the topic issue is clearly evident. All information presented is appropriate and accurate.
Creativity and Design	Color, design, effects and creativity support the theme of the *virtual poster*. Should not distract the viewer from the purpose and focus.
Communication—Graphics/Images	Graphics, images, or video creates emotion to match the topic, and communicates symbolism or metaphors.
Communication—Text	Word, text or graphic choices are powerful, vivid, and descriptive to *audience*, and support the topic. There are no spelling errors.
Technical Quality—Images, Video, Music	Images used are original or licensed for reuse. Image or video quality is high resolution and there is no size distortion. Music, if used, is relevant and supports the topic.
Licensing	A copyright or licensing statement is included in the video and on the *virtual poster*. Creative Commons licensing may be used – www.creativecommons.com.
Embedded Video—Introduction	Introduction is original, catches interest, and relates to the purpose and focus of the project.
Embedded Video—Technical Quality Sound	Sound quality is consistent, volume allows viewer to hear the presentation, no crackling or other sound issues.

Embedded Video—Technical Quality Editing	Editing results in a video with smooth transitions. Any effects used support the topic and overall project.
Embedded Video—Delivery	Presentation includes project research, relevant information, and uses the *virtual poster* as a visual for the *audience;* seamless and logical delivery of information.
Embedded Video—Conclusion	Ending should bring closure to the presentation of the *virtual poster* presentation to the *audience*.

For National Leadership Conference Level II Participants ONLY

Oral Presentation

Following the presentation of the *virtual poster* to 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.

VIRTUAL POSTER—Level I

Rubric

Name of Participant(s) ______________________________

Chapter ______________________ State______ Team # __________ Group # ________ Category ______

WEBSITE/WIKI (0 to 30 Points)							**Points**
Project Identification Page 0 or 4 points	**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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			
Project Summary 0–15 points	**0** Not Provided	**1-2-3** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	**4-5-6** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	**7-8-9** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**10-11-12** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented	**13-14-15** Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
Works Cited/ Bibliography 0–5 points	**0** Sources are cited but no permissions for using copyrighted work is included	**1** Copyright is questionable and source list is incomplete	**2** Copyright is questionable and sources are in inconsistent format	**3** Copyright statements and permissions are included for most sources but in inconsistent format	**4** Copyright statements and permissions are included for all sources. Complete list is in a consistent format	**5** Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format	

VIRTUAL POSTER (0 to 70 points)						
Idea Organization 0–5 points	**0** Ideas not organized	**1-2** Ideas lack coherence and not well organized	**3** Ideas mostly coherent but not clearly organized	**4** Ideas mostly coherent and organized	**5** Ideas coherent and effectively organized	
Subject Knowledge 0–5 points	**0** Subject knowledge is not reflected in work	**1-2** Subject knowledge is not evident, is confusing, incorrect, or insufficient	**3** Subject knowledge is evident, but information is not presented clearly	**4** Subject knowledge is evident, most information is clear, appropriate, and accurate	**5** Subject knowledge is clearly evident. All information is clear, appropriate, and accurate	
Creativity and Design 0–5 points	**0** Color, design and/or effects are overused or so minimal they distract from the purpose and focus	**1-2** Minimal use of color, design, effects and original ideas. Topic not well supported	**3** Color, design, and/or effects neither enhance nor detract from the topic presentation	**4** Good use of color, design, effects, and original ideas to support the topic presentation	**5** Excellent and appropriate use of color, design, effecgts, and originality to maximize the topic presentation	
Graphic/Image Communication 0–5 points	**0** No images or *graphics* were used	**1-2** Graphics, images, or video used do not match the topic or enrich the project	**3** Graphics, images, or video is inconsistently used and is not clearly matched with the topic	**4** Graphics, images, or video match most of the topic, and communicate symbolism or metaphors	**5** Graphics, images, or video creates emotion to match topic, and communicate symbolism or metaphors	
Text Communication 0–5 points	**0** No text was used	**1-2** Word or text does not enhance the project and contains errors	**3** Text choices are appropriate but contain errors	**4** Text choices are good and support the project idea	**5** Text choices are powerful, vivid, and descriptive to audience	

Virtual Poster (continued)

							Points
Quality Images/ Video/Music 0–5 points	**0** No images or video were used. Music, if used, is not relevant or is inappropriate for topic	**1-2** Images/video quality is poor (low resolution, size distortion). Music, if used, is not relevant and does not enhance the project	**3** Images/video quality is inconsistent in the project. Music, if used, is relevant but neither enhances or distracts from the project	**4** Images/video quality is good throughout the project, easy to read. Music, if used, is relevant and appropriate	**5** Images/video quality is excellent—high resolution no distortion, easy to read. Music, if used, is appropriate and enhances the project		
Embedded 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	
Embedded Video: 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	
Embedded Video: Technical Quality Editing 0–5 points	**0** Not evident	**1** Editing produces a product difficult to watch or follow	**2** Inconsistent editing with under/over use of transitions and and effects	**3** Editing generally supports the presentation, neither enhances nor detracts from the presentation	**4** Good editing and overall production to support the presentation	**5** Excellent editing and and production with smooth and effective transition. Use of effects supports the presentation	
Embedded Video: Delivery 0–15 points	**0** Not included	**1-2-3-4** Presentation covers topic but with minimal information, minimal reference to the poster	**5-6-7-8** Presentation covers topic but delivery and integration of the poster is inconsistent	**9-10-11-12** Presentation covers information completely and explains project	**13-14-15** Presentation covers all relevant information and explains topic with a logical delivery. Integrates poster seamlessly		
Embedded Video: Conclusion 0–5 points	**0** No obvious conclusion	**1-2** Conclusion implied but not supportive of topic	**3** Conclusion evident but provided weak support of topic	**4** Strong conclusion	**5** Excellent with strong concluding statement		
Licensing 0–5 points	**0** The video was not licensed by the participant	**5** A Creative Commons license or copyright statement is included in the video and/or on the poster					

Evaluator's Comments:

LEVEL I TOTAL
(100 points possible)

STAR Events Point Summary Form
VIRTUAL POSTER
Level II Only

Name of Participant(s) ____

Chapter ______________________ State______ Team # ________ Group # ______ 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 group 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 paper clip all items related to the presentation together. Please do **NOT** staple.
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**	
Orientation 0 *or* 2 points	**0** Did not attend/incomplete team attendance	**2** The individual or ALL participating members of the team attended	
Punctuality 0–1 points	**0** Participant was late for presentation	**1** Participant was on time for presentation	

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**	

EVALUATORS' SCORES

Evaluator 1 __________ Initials __________

Evaluator 2 __________ Initials __________

Evaluator 3 __________ Initials __________

Total Score __________ divided by number of evaluators

__________ **= AVERAGE EVALUATOR SCORE**

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 ________

VIRTUAL POSTER—Level II
Rubric

Name of Participant(s) ____

Chapter ______________________ State______ Team # __________ Group # ________ Category ______]

WEBSITE/WIKI (0 to 30 Points)							**Points**
Project Identification Page 0 or 4 points	**0** Project Identification Page is missing, is not complete, or includes incorrect information			**4** Project Identification page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, 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			
Project Summary 0–15 points	**0** Not Provided	**1-2-3** Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	**4-5-6** Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	**7-8-9** Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	**10-11-12** Purpose, FACS relationship, research, background information, and goal of the project is explained and presented	**13-14-15** Purpose of project, relationships to FACS areas and/or related careers, research, background information, and goal of the project is well explained and presented in an organized format	
Works Cited/ Bibliography 0–5 points	**0** Sources are cited but no permissions for using copyrighted work is included	**1** Copyright is questionable and source list is incomplete	**2** Copyright is questionable and sources are in inconsistent format	**3** Copyright statements and permissions are included for most sources but in inconsistent format	**4** Copyright statements and permissions are included for all sources. Complete list is in a consistent format	**5** Work is original, copyright statements with permissions granted are included for all sources. Complete alphabetical list of sources, in a consistent format	

VIRTUAL POSTER (0 to 70 points)						
Idea Organization 0–5 points	**0** Ideas not organized	**1-2** Ideas lack coherence and not well organized	**3** Ideas mostly coherent but not clearly organized	**4** Ideas mostly coherent and organized	**5** Ideas coherent and effectively organized	
Subject Knowledge 0–5 points	**0** Subject knowledge is not reflected in work	**1-2** Subject knowledge is not evident, is confusing, incorrect, or insufficient	**3** Subject knowledge is evident, but information is not presented clearly	**4** Subject knowledge is evident, most information is clear, appropriate, and accurate	**5** Subject knowledge is clearly evident. All information is clear, appropriate, and accurate	
Creativity and Design 0–5 points	**0** Color, design and/or effects are overused or so minimal they distract from the purpose and focus	**1-2** Minimal use of color, design, effects and original ideas. Topic not well supported	**3** Color, design, and/or effects neither enhance nor detract from the topic presentation	**4** Good use of color, design, effects, and original ideas to support the topic presentation	**5** Excellent and appropriate use of color, design, effecgts, and originality to maximize the topic presentation	
Graphic/Image Communication 0–5 points	**0** No images or graphics were used	**1-2** Graphics, images, or video used do not match the topic or enrich the project	**3** Graphics, images, or video is inconsistently used and is not clearly matched with the topic	**4** Graphics, images, or video match most of the topic, and communicate symbolism or metaphors	**5** Graphics, images, or video creates emotion to match topic, and communicate symbolism or metaphors	
Text Communication 0–5 points	**0** No text was used	**1-2** Word or text does not enhance the project and contains errors	**3** Text choices are appropriate but contain errors	**4** Text choices are good and support the project idea	**5** Text choices are powerful, vivid, and descriptive to *audience*	

Virtual Poster (continued)

							Points
Quality Images/ Video/Music 0–5 points	**0** No images or video were used. Music, if used, is not relevant or is inappropriate for topic	**1-2** Images/video quality is poor (low resolution, size distortion). Music, if used, is not relevant and does not enhance the project	**3** Images/video quality is inconsistent in the project. Music, if used, is relevant but neither enhances or distracts from the project	**4** Images/video quality is good throughout the project, easy to read. Music, if used, is relevant and appropriate	**5** Images/video quality is excellent—high resolution no distortion, easy to read. Music, if used, is appropriate and enhances the project		
Embedded 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	
Embedded Video: 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	
Embedded Video: Technical Quality Editing 0–5 points	**0** Not evident	**1** Editing produces a product difficult to watch or follow	**2** Inconsistent editing with under/over use of transitions and and effects	**3** Editing generally supports the presentation, neither enhances nor detracts from the presentation	**4** Good editing and overall production to support the presentation	**5** Excellent editing and and production with smooth and effective transition. Use of effects supports the presentation	
Embedded Video: Delivery 0–15 points	**0** Not included	**1-2-3-4** Presentation covers topic but with minimal information, minimal reference to the poster	**5-6-7-8** Presentation covers topic but delivery and integration of the poster is inconsistent	**9-10-11-12** Presentation covers information completely and explains project	**13-14-15** Presentation covers all relevant information and explains topic with a logical delivery. Integrates poster seamlessly		
Embedded Video: Conclusion 0–5 points	**0** No obvious conclusion	**1-2** Conclusion implied but not supportive of topic	**3** Conclusion evident but provided weak support of topic	**4** Strong conclusion	**5** Excellent with strong concluding statement		
Licensing 0–5 points	**0** The video was not licensed by the participant	**5** A Creative Commons license or copyright statement is included in the video and/or on the poster					

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 and explains project fully	**9–10** Presentation covers all relevant information completely and explains project with a seamless and logical delivery	
Knowledge of Subject Matter 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of subject matter is evident but not shared in the 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 to Family and Consumer Sciences coursework and/or Related Careers 0–5 points	**0** Not included	**1** Vaguely referred to	**2** Explained, done so poorly	**3** Explained fully	**4** Explained fully with evidence of some understanding of the *content* area	**5** Explained fully with evidence of mastery of the *content* area	
Voice—Pitch, Tempo, Volume 0–3 points	**0** No voice qualities are used effectively	**1** Voice quality is adequate	**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing	**1** Body language shows minimal amount of nervousness/ clothing is appropriate	**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation			

Virtual Poster (continued)

							Points
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3–5) grammatical and 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 Initial ______________

Room Consultant Initial ______________

Additional Resources

- *The Adviser* Newsletter
- *FCCLA...The Handbook to Ultimate Leadership*
- *FCCLA Information Sheet*
- *Teen Times*
- FCCLA national website (www.fcclainc.org)
- www.fccla-store.com
- World Wide Web
- Library
- Magazines
- Newspapers
- Books
- State Adviser
- Chapter Adviser
- School Personnel
- Other Youth Groups
- School Counselor
- Professionals in Subject Area
- Peers
- Family

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STAR Events Glossary

The STAR 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.

Applied academics—The use of knowledge from general coursework (communication, math, science, social science) in projects related to Family and Consumer Sciences.

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 practice 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, Chicago, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student's ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

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 pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume/Uniform—Clothing of a distinctive design or fashion worn by members of a particular group and serving as a means of identification.

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.

Divider pages—Pages of a *portfolio* that separate 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 section.

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 Webfolio). 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.

EPA Climate Ambassadors—Middle or high school students who meet at least one of the criteria found on the EPA Climate Ambassador website, www.epa.gov/climateforaction/lead/become.htm, and submit an online Climate Ambassador form.

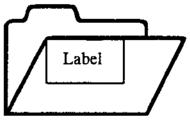
Fabric Care—Method(s) of cleaning and making suitable for wear.

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$^{1}/_{2}$" 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.



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$^{1}/_{2}$" 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.

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*. Live objects are not allowed. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

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.

Stewardship Project—A project carried out by participants in their home, school, or *community* which actively works to counteract, reverse, or prevent the presence of an environmental concern or issue.

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.

Uniform—See *costume.*

Visual equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Virtual Poster—An online multimedia poster with text, photos, videos, *graphics*, sounds, drawings, data attachments or other digital items.

Visuals—Posters, charts, slides, transparencies, presentation software, etc., which include *content*.

Family, Career and Community
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