

# ADVOCACY Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

## Advocacy Rubric (continued)

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Knowledge of Public Policy</b> 0-10 points	<b>0</b> Little or no evidence of knowledge of public policy	<b>1-2</b> Minimal evidence of knowledge of public policy	<b>3-4</b> Some evidence of knowledge of public policy	<b>5-6</b> Knowledge of public policy is evident but not effectively used in presentation	<b>7-8</b> Knowledge of public policy is evident and shared at times in the presentation	<b>9-10</b> Knowledge of public policy is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

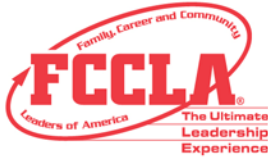
**Evaluator's Comments:**

**TOTAL**   
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



# APPLIED MATH FOR CULINARY MANAGEMENT Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
ORAL PRESENTATION							
<b>Organization/Delivery</b> 0-5 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1</b> Presentation covers some topic elements	<b>2</b> Presentation covers all topic elements but with minimal information	<b>3</b> Presentation gives complete information but does not explain the project well	<b>4</b> Presentation covers information completely but does not flow well	<b>5</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-3 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded adequately to all questions	<b>3</b> Responses to questions were appropriate and given without hesitation			
VISUALS							
<b>Effectively Illustrate Content</b> 0-5 points	<b>0</b> Visuals not provided	<b>1-2</b> Visuals are weak in supporting the presentation	<b>3-4</b> Visuals support the presentation but do not complement the content	<b>5</b> Visuals support and complement the presentation			
<b>Use of Visuals during Presentation</b> 0-5 points	<b>0</b> Visuals not used during presentation	<b>1</b> Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	<b>3</b> Visuals incorporated throughout presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

# Applied Math for Culinary Management Rubric (continued)

Points

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

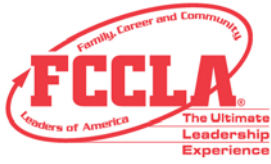
**Evaluator's Comments:**

**TOTAL**   
(70 points possible)

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

**Evaluator Initial** \_\_\_\_\_

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



# CAREER INVESTIGATION Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

## Career Investigation Rubric (continued)

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

**Evaluator's Comments:**

**TOTAL**  
 (90 points possible)

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



## CHAPTER IN REVIEW DISPLAY Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

# Chapter in Review Display Rubric (continued)

Points

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

**Evaluator's Comments:**

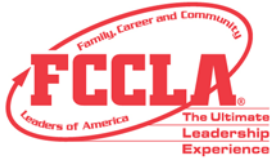
**TOTAL**  
(90 points possible)

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

**Evaluator Initial** \_\_\_\_\_

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





## CHAPTER IN REVIEW PORTFOLIO Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

# Chapter in Review Portfolio Rubric (continued)

Points

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

Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



## CHAPTER SERVICE PROJECT DISPLAY Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

## Chapter Service Project Display Rubric (continued)

						<b>Points</b>	
<b>Budget</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No budget provided	<b>1</b> Budget is evident	<b>2</b> Budget reflects the project's goals	<b>3</b> Budget is detailed and thoughtful with additional resources were sought and described. Many partners are evident to assist with the resources of the project			
<b>Increase Awareness Public Relations</b> <i>Form a Plan</i> 0-3 points	<b>0</b> No activities shown	<b>1</b> Efforts are evident the project increases awareness of FCCLA and Family and Consumer Sciences	<b>2</b> Multiple strategies for media, outreach and publicity are evident	<b>3</b> Project positively increased awareness of FCCLA and FACS with many of these audiences: peers, community, public, elected officials, school administrators, and school board			
<b>Project Impact</b> <i>Act</i> 0-3 points	<b>0</b> Impact missing	<b>1</b> Impact on community or chapter members is explained in a limited way	<b>2</b> Impact of project is shown and evident in a variety of methods and data, statistics, surveys and information	<b>3</b> Impact is significant with data, statistics, surveys and information			
<b>Youth Involved and Volunteer Recruitment</b> <i>Act</i> 0-2 points	<b>0</b> Project is not youth led. Volunteers were not recruited	<b>1</b> Project is youth led and members volunteered	<b>2</b> 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)				
<b>Uniqueness</b> <i>Act</i> 0-2 points	<b>0</b> Project is not unique	<b>1</b> Project has been done previously or is a project designed to a similar effort	<b>2</b> Project is unique in its approach to solve a problem or meet a need				
<b>Evaluation</b> <i>Follow Up</i> 0-4 points	<b>0</b> No evidence of follow up	<b>1</b> Limited evidence of follow up and evaluation	<b>2</b> Evaluation is evident. Some strategies are used for follow up	<b>3</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports. Follow up includes plans for replication, and appreciation and recognition	<b>4</b> Evaluation involves multiple strategies, interviews, surveys, pre and post tests, reports and used technology. Follow up includes replication plans, future efforts, lessons learned, and appreciation/recognition		
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Use of Display during Presentation</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

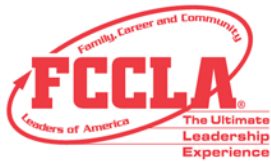
**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



## CHAPTER SERVICE PROJECT PORTFOLIO Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

# Chapter Service Project Portfolio Rubric (continued)

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

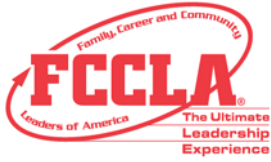
## ORAL PRESENTATION

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

Evaluator's Comments:

**TOTAL**  
(90 points possible)

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



## CULINARY ARTS Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

SAFETY AND APPEARANCE	
16-20  Exemplary	<ul style="list-style-type: none"> <li>• Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers.</li> <li>• Hair properly restrained with hairnet if hair extends past the neck line.</li> <li>• No visible jewelry or <b>facial jewelry concealed with bandages</b>. Hand washing is done frequently. Watches are allowed.</li> <li>• 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.</li> </ul>
11-15  Proficient	<ul style="list-style-type: none"> <li>• Proper uniform including: professional chef attire and safe kitchen shoes made with non-slip soles and sealed non-melting uppers.</li> <li>• Hair properly restrained with hairnet if hair extends past the neck line.</li> <li>• Some visible jewelry or <b>facial jewelry concealed with bandages</b>. Hand washing is done occasionally.</li> <li>• 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.</li> </ul>
6-10  Satisfactory	<ul style="list-style-type: none"> <li>• 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.</li> <li>• One or more team members have hair improperly restrained and hairnet is not worn when necessary</li> <li>• Some visible jewelry or <b>facial jewelry concealed with bandages</b>. Hand washing is not done often enough.</li> <li>• Station is generally sloppy and unorganized.</li> <li>• Personal 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.</li> </ul>
1 – 5  Unsatisfactory	<ul style="list-style-type: none"> <li>• 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</li> <li>• All team members have hair improperly restrained and hairnet is not worn</li> <li>• Abundant visible jewelry or <b>facial jewelry concealed with bandages</b>. 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.</li> </ul>

**Safety and Appearance  
SCORE**

TEAM ORGANIZATION	
14-16  Exemplary	<ul style="list-style-type: none"> <li>• 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. Effective cleanup</li> </ul>
9-13  Proficient	<ul style="list-style-type: none"> <li>• 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. Adequate cleanup</li> </ul>
4-8  Satisfactory	<ul style="list-style-type: none"> <li>• 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. Inconsistent cleanup</li> </ul>
1-3  Unsatisfactory	<ul style="list-style-type: none"> <li>• 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. Poor cleanup</li> </ul>

**Team Organization SCORE**

## Culinary Arts Rubric (continued)

FOOD PRODUCTION	
16-18 Exemplary	<ul style="list-style-type: none"> <li>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.</li> </ul>
11-15 Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
6-10 Satisfactory	<ul style="list-style-type: none"> <li>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.</li> </ul>
1 – 5 Unsatisfactory	<ul style="list-style-type: none"> <li>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.</li> </ul>

**Food Production SCORE**

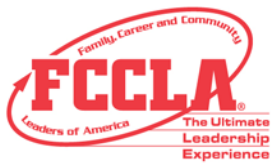
FOOD TASTE / PRESENTATION	
31-40 Exemplary	<ul style="list-style-type: none"> <li>Appropriate portion size. Proper size and clean plate is used with no fingerprints or smudges on the rim or the areas that do not display food. Excellent use of contrasting colors and visible texture. No evidence of non-functional 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.</li> </ul>
21-30 Proficient	<ul style="list-style-type: none"> <li>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.</li> </ul>
11-20 Satisfactory	<ul style="list-style-type: none"> <li>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.</li> </ul>
1-10 Unsatisfactory	<ul style="list-style-type: none"> <li>Obvious over or under sized portion size. Improper size and heavily stained plate is used with fingerprints and smudges on the rim or 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.</li> </ul>

**Food Taste/Presentation SCORE**

**Evaluator's Comments:**

**TOTAL**  
(94 points possible)





# DIGITAL STORIES FOR CHANGE

## Level II Only

### Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE CONTENT – DOCUMENTATION							Points
<b>Project Identification Page</b> 0 or 4 points	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information		<b>4</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, event name, and project title				
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided			<b>1</b> Proof of submission from the online form is included			
<b>Storyboard</b> 0-5 points	<b>0</b> Not included	<b>1</b> Very limited and disorganized	<b>2</b> Does not include required elements	<b>3</b> Includes most of the required elements and is generally followed	<b>4</b> Includes all required elements and is followed	<b>5</b> Is sequential, includes scripting, narration, sounds/music, image sketches or graphics, and technical aspects. Storyboard is followed	
<b>Project Summary</b> 0-5 points	<b>0</b> Not provided	<b>1-2-3</b> Purpose, FACS relationship, research, background information, and goal of the project is minimally explained and presented	<b>4-5-6</b> Purpose, FACS relationship, research, background information, and goal of the project is inconsistently explained and presented	<b>7-8-9</b> Purpose, FACS relationship, research, background information, and goal of the project is explained but lacking detail or is disorganized	<b>10-11-12</b> Purpose, FACS relationship, research, background information, and goal of the project is explained and presented	<b>13-14-15</b> Purpose of project, relationship 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							Points
<b>Introduction</b> 0-5 points	<b>0</b> No obvious introduction	<b>1</b> Introduction not relevant or appropriate for the presentation	<b>2</b> Introduction not effective in capturing attention	<b>3</b> Somewhat creative/attention getting	<b>4</b> Creative introduction	<b>5</b> Introduction captured attention immediately	
<b>Purpose and Focus</b> 0-5 points	<b>0</b> Not included	<b>1</b> Purpose, focus, and point of view is difficult to figure out	<b>2</b> Purpose, focus, and point of view is inconsistent	<b>3</b> Purpose, focus, and point of view is established but is not maintained throughout the presentation	<b>4</b> Purpose, focus, and point of view is mostly clear and maintained throughout the presentation	<b>5</b> Purpose, focus and point of view is clear and maintained throughout the presentation	
<b>Subject Knowledge</b> 0-5 points	<b>0</b> Did not mention	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Evidence of knowledge, but not used effectively in the presentation	<b>4</b> Evidence of knowledge. Presentation is enhanced by participant's knowledge	<b>5</b> Evidence of thorough knowledge. Effective presentation of current data and information to support viewpoints and issues of concern	
<b>Creativity and Design</b> 0-5 points	<b>0</b> Color, design and/or effects are over used or so minimal they distract from the purpose and focus	<b>1-2</b> Color, design, and/or effects are inconsistent with purpose and focus and are not used effectively	<b>3</b> Color, design, and/or effects neither enhance nor detract from the presentation	<b>4</b> Good use of color, design and/or effects to support the presentation	<b>5</b> Excellent and appropriate use of color, design, effects, and original ideas to support the presentation		
<b>Technical Quality Sound</b> 0-5 points	<b>0</b> No sound or music was used in the project	<b>1</b> Sound quality is poor (crackling, volume issues)	<b>2</b> Sound quality is inconsistent	<b>3</b> Sound quality is consistent throughout the project, neither enhances nor detracts	<b>4</b> Sound quality is good throughout	<b>5</b> Sound quality is excellent throughout	

# Digital Stories for Change (continued)

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

## Digital Stories for Change (continued)

ORAL PRESENTATION							Points
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> Not included	<b>1</b> Minimal evidence FACS coursework relationship	<b>2</b> Some knowledge of relationship to FACS coursework	<b>3</b> Knowledge of FACS coursework but not shared	<b>4</b> Knowledge of relationship to FACS is evident and shared	<b>5</b> Knowledge of FACS relationship is evident and explained well	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

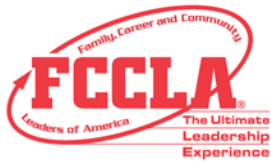
**Evaluator's Comments:**

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

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

Evaluator Initial \_\_\_\_\_

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



# EARLY CHILDHOOD EDUCATION Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Documentation of Coursework</b> 0-4 points	<b>0</b> Portfolio does not have a documentation of coursework that is in the pathway, career cluster or occupation for Early Childhood Education	<b>1</b> Portfolio shows some documentation of limited coursework and experience	<b>2</b> Portfolio shows quality documentation of an adequate amount of coursework and experience	<b>3</b> Portfolio shows quality documentation of superb coursework and experience	<b>4</b> Portfolio shows excellent documentation of superb coursework and experience		
<b>Lesson Plans</b> 0-10 points	<b>0</b> Lesson plans are missing	<b>1-2</b> Lesson plans are from one early childhood concept	<b>3-4</b> Lesson plans indicate an understanding of multiple childhood development concepts	<b>5-6</b> Lesson plans are complete, indicate knowledge of developmental ages and stages, and are age appropriate	<b>7-8</b> Lesson plans are complete with multiple evidence of the understanding of ages and stages and are age appropriate	<b>9-10</b> Innovative, interesting and creative lesson plans show a depth of understanding and an application of developmental stages and are age appropriate	
<b>Evidence of Skills</b> 0-4 points	<b>0</b> Portfolio does not have evidence of skills	<b>1</b> Portfolio has limited evidence of skills	<b>2</b> Evidence is shown through multiple varieties	<b>3</b> Evidence of skills is incredibly apparent through portfolio	<b>4</b> Portfolio has high quality evidence of superb skills		
<b>Evidence of Developmental Knowledge</b> 0-4 points	<b>0</b> Portfolio does not have evidence of developmental knowledge	<b>1</b> Portfolio shows limited evidence of developmental knowledge	<b>2</b> Portfolio shows evidence of developmental knowledge but it is somewhat unclear in its format	<b>3</b> Evidence of developmental knowledge includes a chart, diagram, essay or graphic organizer to explain the concept	<b>4</b> Portfolio indicates an exceptional level of developmental knowledge in a clear and organized format		
ACTIVITY							
<b>Activity Planning Form: Goal or Objective Rationale</b> 0-8 points	<b>0</b> No written plan	<b>1-2</b> A written plan is limited in scope	<b>3-4</b> Written plan has one of these explained well: an objective/goal and rationale	<b>5-6</b> A written plan is evident with an objective/goal, rationale that is well thought out	<b>7-8</b> Objective/goal and rationale are well written and thought out. Outcomes are measurable		
<b>Activity Planning Form: Setting, Supplies, Activity</b> 0-8 points	<b>0</b> Not evident	<b>1-2</b> Settings, supplies and activity are all explained	<b>3-4</b> Settings, supplies and activities are well planned and detailed in description	<b>5-6</b> Setting, supplies, and activities are well planned with creativity and appropriateness for age level	<b>7-8</b> Setting, supplies and activities have a variety of materials used. Resources are creative, safe, are appropriate for the activity		
<b>Activity Planning Form: Applications and Evaluation</b> 0-8 points	<b>0</b> No applications or evaluation methods are evident	<b>1-2</b> Application includes some plans for modification and there are limited evaluation methods listed	<b>3-4</b> Application plans are complete and there is a plan for evaluation with multiple methods evident	<b>5-6</b> Application and evaluation methods both indicate an understanding of adaptation, accommodations, and revision	<b>7-8</b> Application plans are creative and thoughtful. The activity includes physical activity, science, reading readiness or preparation which exceed case study requirements, and multiple evaluation strategies		
<b>Introduction</b> 0-5 points	<b>0</b> Introduction is missing	<b>1</b> Introduction is limited	<b>2</b> Introduction includes one objective	<b>3</b> Introduction includes one or more objectives and limited instructions	<b>4</b> Introduction includes objectives, instructions and directions with clarity	<b>5</b> Introduction includes objectives, instructions and directions with clarity. Makes the activity seem fun and would engage children in learning	

# Early Childhood Education Rubric (continued)

Points

ACTIVITY (continued)							
<b>Activity</b> 0-10 points	<b>0</b> Activity is limited	<b>1-2</b> Activity is evident with a focus on content	<b>3-4</b> Activity is evident with a focus on content with extensive sequence evident	<b>5-6</b> Activity is well organized. Has appropriate content, and is age appropriate	<b>7-8</b> Activity is creative, well organized, rich in content and age appropriate	<b>9-10</b> Activity is well organized, has rich content, is accurate, age level appropriate, has a sequence of activity, an appropriate pace and includes transitions	
<b>Use of Resources during Activity</b> 0-5 points	<b>0</b> Resources are not used during activity	<b>1</b> Resources used to limit amount of speaking time	<b>2</b> Resources are used minimally during activity	<b>3</b> Resources are used effectively throughout activity	<b>4</b> Activity is creative, well organized, rich in content and age appropriate	<b>5</b> Activity moves seamlessly and effectively between teaching time and hands on time	
<b>Wrap Up</b> 0-5 points	<b>0</b> No wrap up	<b>1</b> Limited wrap up is evident	<b>2</b> The activity ends with a limited summary	<b>3</b> The activity ends with an adequate summary	<b>4</b> Activity ends with an appropriate summary as a reinforcement for the lesson	<b>5</b> Activity ends with an appropriate summary as a reinforcement for the lesson and is clear what the lesson intended to accomplish	

PRESENTATION SKILLS							
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

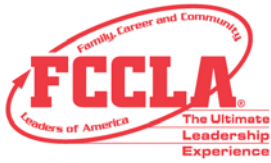
Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



## ENTREPRENEURSHIP Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							
FCCLA	0	1	2	3	4	5	
<b>Planning Process Summary Page</b> 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	
<b>Business Description</b> 0–5 points	Portfolio is missing Business Description	Business Description is not complete	Business Description is limited in scope	Business Description is complete but lacks clarity	Business Description adequately addresses all components of business	Well written description includes mission, services, hours, demographics and business feasibility	
<b>Facility</b> 0–5 points	Not evident	Portfolio does not describe facility	Facility is inadequately described	Facility is described. Utility needs described	Portfolio contains a description and a rendering of any space needed for business. Utility needs and emergency procedures are included	Portfolio contains a description and rendering of any space needed for business. Utility and site needs are included on drawing. A comprehensive emergency plan is included. Plan for facility maintenance is included	
<b>Supplies and Equipment</b> 0–5 points	Not evident	Inadequate list of supplies and equipment	Most supplies and equipment are listed	All supplies and equipment are listed in appropriate format	Supply and equipment list is comprehensive and contains future needs	Supply and equipment list contains suppliers and needs for every <i>Function of Business</i> . Maintenance and repair lists are part of maintenance plan	
<b>Organizational Chart and Job Descriptions</b> 0–5 points	Organizational chart is not included	No tasks are described	Organizational chart missing components	Organizational charts shows all needed workforce	Organizational chart and job descriptions meet the current needs of the business	Organizational chart and job descriptions list all Key Employees and Officers of the Business and includes projected growth	
<b>Personnel Management</b> 0–5 points	Not evident	Hiring procedures, compensation information (salaries and benefits), policies and procedures, or evaluations are limited	Some hiring procedures, compensation, policies and procedures, and evaluation sheets are included	All hiring procedures, compensation plans, policies and procedures and evaluation sheets are included	Hiring procedures, compensation plans, policies and procedures have been developed to meet the needs of the business	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	
<b>Funding for Business</b> 0–5 points	Funding proposal is not included	Funding proposal is minimal	Proposal shows limited knowledge of types and sources of funding. Fees are not included	Proposal shows limited knowledge of types and sources of funding. Fees are included.	Proposal shows good knowledge of business funding and sources of capital. Fees are competitive for industry	Project shows careful analysis of funding needs for current operations and future expansion. Fees reflect changes in business environment	

Entrepreneurship Rubric (continued)

Points

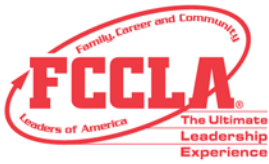
<b>Budget</b> 0-5 points	<b>0</b> Budgetary listing of financials is missing	<b>1</b> Tax codes are not cited	<b>2</b> Budget meets some requirements. Tax information is missing	<b>3</b> Budget lists all elements, including income, expenditures, accounting procedures, and tax information. Some forms are included	<b>4</b> Budget contains all forms listed for operation of the business, including income and expense statements, accounting procedures and tax information	<b>5</b> Budget is prepared according to generally recognized accounting procedures. A monthly income and expense statement is included. Tax forms are included	
<b>Laws, Regulations, and Codes</b> 0-5 points	<b>0</b> Evidence is missing	<b>1</b> Portfolio does not include health, environmental, fire insurance, and zoning regulations and codes are not included	<b>2</b> Portfolio contains some copies of required laws, regulations, and codes	<b>3</b> Portfolio contains all copies of required codes	<b>4</b> Portfolio contains all applicable sections of laws, regulations, and codes. Includes contacts	<b>5</b> Portfolio contains all applicable sections of laws, regulations, and codes; cites relevant sections and lists appropriate contacts	
<b>Marketing Plan</b> 0-5 points	<b>0</b> Not evident	<b>1</b> Presentation has a limited marketing plan	<b>2</b> Marketing plan does not adequately cover promotional techniques. Advertisements do not promote business	<b>3</b> Marketing plan covers types of advertising. Advertisements promote business	<b>4</b> Marketing plan covers chosen types of advertising. Different themes are demonstrated	<b>5</b> Marketing plan covers chosen types of advertising. Sample ads carry out comprehensive marketing plan	
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but contains grammatical or spelling errors and is poorly organized	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, and professional, correct grammar and spelling used; effective organization of information			
<b>ORAL PRESENTATION</b>							
<b>Organization/ Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL  
(90 points possible)

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



## ENVIRONMENTAL AMBASSADOR Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Evidence of Research</b> 0-5 points	<b>0</b> Not explained	<b>1</b> Some research done but incomplete information	<b>2</b> Research is current but from unreliable sources and does not adequately cover the topic	<b>3</b> Research is current, appropriate for topic, from reliable sources but does not adequately cover the topic	<b>4</b> Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	<b>5</b> Research is from current, reliable sources, documented correctly, and extensively covers the topic	
<b>Knowledge of the Relationship of Environmental Concern to Participants' Home, School, and/or Community</b> 0-6 points	<b>0</b> No relationship described	<b>1-2</b> Explanation of how the participants' environment(s) is affected is inadequate and/or potential solution(s) for the problem are not provided		<b>3-4</b> Explanation of how the participants' environment(s) is affected is adequate, potential solution(s) for the problem provided		<b>5-6</b> Explanation of how the participants' environment(s) is affected is extensive, multiple potential solutions for the problem provided and are both thorough and practical	
<b>Creativity and Duplication of Project</b> 0-10 points	<b>0</b> Project not completed	<b>1-2</b> Project did not address concern	<b>3-4</b> Project addressed the concern	<b>5-6</b> Project effectively addressed concern and is easy for others to duplicate	<b>7-8</b> Project creatively and effectively addressed the concern, reached a few other people, is easy for other to duplicate	<b>9-10</b> Project creatively and effectively addressed the concern, reached a large number of people and is easy for others to duplicate	
<b>Overall Environmental Responsibility of Project</b> 0-4 points	<b>0</b> No regard for environmental responsibility in project execution	<b>1</b> Materials, resources, and activities used for the project were somewhat wasteful	<b>2</b> Most materials, resources, and activities used for the project were chosen with respect to their environmental impact		<b>3-4</b> Materials, resources and activities used for the project were thought out, chosen, and showed a thorough knowledge of environmental responsibility		
<b>Evaluation of Project</b> 0-3 points	<b>0</b> No evaluation conducted	<b>1</b> Evaluation method was unsuccessful	<b>2</b> Evaluation was appropriate		<b>3</b> Evaluation was thorough and appropriate. Ideas for positive changes are suggested		
<b>Evidence of Educational Presentations</b> 0-2 points	<b>0</b> Evidence of three educational presentations is not included		<b>1</b> Evidence of three educational presentations is included		<b>2</b> Evidence of three educational presentations is included with the date, location, and one proof of completion		
<b>Scope of Educational Presentations</b> 0-5 points	<b>0</b> No descriptions provided	<b>1</b> Description of only one presentation provided	<b>2</b> Description of only two presentations provided	<b>3</b> Limited descriptions of all three educational presentations are included	<b>4</b> 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	<b>5</b> 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	
<b>Effectiveness of Educational Presentations</b> 0-5 points	<b>0</b> No evidence of presentation effectiveness provided	<b>1</b> Limited evidence of presentation effectiveness provided	<b>2</b> Detailed evidence of presentation effectiveness provided	<b>3</b> Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	<b>4</b> Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	<b>5</b> Detailed evidence of presentation effectiveness provided. Ideas of how to improve effectiveness shared	



# Environmental Ambassador Rubric (continued)

Points

<b>Connection to Family Consumer Sciences</b> 0-5 points	<b>0</b> Not included	<b>1</b> Vaguely referred to	<b>2</b> Explained but done so poorly	<b>3</b> Explained fully	<b>4</b> Explained fully with evidence of some understanding of content area	<b>5</b> Explained fully with evidence of mastery of the content area	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style <i>(see style sheet)</i>		<b>3</b> Complete list of current and reliable resources, in MLA or APA style <i>(see style sheet)</i>		
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling		<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information		
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Environmental Concern</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL  
(90 points possible)

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



# FASHION CONSTRUCTION

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

DISPLAY							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Fabric Swatch</b> 0-1 point	<b>0</b> No fabric swatch provided			<b>1</b> Fabric swatch provided			
<b>Information about Fiber/Fabric Constructions</b> 0-1 point	<b>0</b> No information or incorrect information provided			<b>1</b> Thorough and correct			
<b>Fabric Care Information</b> 0-1 point	<b>0</b> No information or incorrect information provided			<b>1</b> Thorough and correct information provided			
<b>Cost Itemization Accuracy</b> 0-3 points	<b>0</b> No cost information	<b>1</b> Many omissions in itemization and errors in calculations	<b>2</b> Most items shown and only one or two errors in calculations	<b>3</b> Completely accurate and thorough			
<b>Photo Storyboard</b> 0-3 points	<b>0</b> No storyboard provided	<b>1</b> Limited photographs and confusing arrangement	<b>2</b> Adequate photographs arranged in a clear and logical format	<b>3</b> Appropriate number of photographs, arranged well to tell a story			
<b>Selection of Coordinates/Accessories</b> 0-3 points	<b>0</b> Not enough accessories used	<b>1</b> Accessories detract from display	<b>2</b> Somewhat complementary	<b>3</b> Well chosen, very complementary			
<b>Display</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors, does not show evidence of originality and is not aesthetically pleasing	<b>2</b> Display has minimal visual appeal and lacks originality	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display has good word, color, and design choice	<b>5</b> Display is creative, appropriate, and of high quality	
FILE FOLDER							
<b>Time Log</b> 0-1 point	<b>0</b> No time log provided			<b>1</b> Time log provided			
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Construction</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of fashion construction is evident but not effectively used in presentation	<b>4</b> Knowledge of fashion construction is evident and shared at times in the presentation	<b>5</b> Knowledge of fashion construction is evident and incorporated throughout the presentation	
<b>Use of Display during Presentation</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		

# Fashion Construction Rubric (continued)

Points

<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation
<b>CONSTRUCTION SKILLS</b>						
<b>Effectiveness of Product Construction</b> 0-3 points	<b>0</b> Both form and function need improvement	<b>1</b> Satisfactory form or function, but not both	<b>2</b> Good form and function	<b>3</b> Outstanding form and function		
<b>Overall Quality of Workmanship</b> 0-3 points	<b>0</b> Low quality, not marketable	<b>1</b> Marginal quality of workmanship	<b>2</b> Fair quality, somewhat marketable	<b>3</b> Very good quality, marketable		
<b>Creativity, Imagination, and Innovation</b> 0-3 points	<b>0</b> No evidence	<b>1</b> Little evidence	<b>2</b> Some evidence	<b>3</b> Highly creative, innovative		
<b>Selected Skill Areas</b> 0-24 points	See separate <i>Fashion Construction Skill Area Rubric</i> for additional criteria ratings. Transfer total points earned for 8 selected skill areas to the "score" column at right					

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



## FASHION CONSTRUCTION Skill Area Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

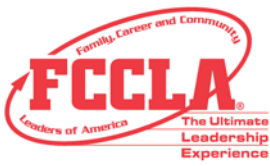
**INSTRUCTIONS:** Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Points” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in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

EVALUATION CRITERIA					Points
Possible Points: 0–24	NOT DONE	LOW QUALITY	QUALITY	EXCELLENT QUALITY	
<input type="checkbox"/> Sheer fabric or lace overlay	0	1	2	3	
<input type="checkbox"/> Napped fabric or one-way print	0	1	2	3	
<input type="checkbox"/> Darts, tucks, and/or pleats	0	1	2	3	
<input type="checkbox"/> Gathering	0	1	2	3	
<input type="checkbox"/> Seam finish—stitched & pinked, bound, or serged	0	1	2	3	
<input type="checkbox"/> French, flat-felled, lapped, or slot seam	0	1	2	3	
<input type="checkbox"/> Shaped seams—princess or eased	0	1	2	3	
<input type="checkbox"/> Graded, trimmed, clipped, and/or notched seams	0	1	2	3	
<input type="checkbox"/> Set-in, raglan, or kimono sleeves	0	1	2	3	
<input type="checkbox"/> Shoulder or spaghetti straps	0	1	2	3	
<input type="checkbox"/> Zipper—centered, lapped, or invisible	0	1	2	3	
<input type="checkbox"/> Buttons—shank or sew-through	0	1	2	3	
<input type="checkbox"/> Buttonholes—hand or machine, bound	0	1	2	3	
<input type="checkbox"/> Collar, placket, tabs, or epaulets	0	1	2	3	
<input type="checkbox"/> Waistband or sleeve band	0	1	2	3	
<input type="checkbox"/> Pockets—patch, inseam, or welt	0	1	2	3	
<input type="checkbox"/> Facings—neckline, armhole, or hemline	0	1	2	3	
<input type="checkbox"/> Boning	0	1	2	3	
<input type="checkbox"/> Lining	0	1	2	3	
<input type="checkbox"/> Closures – grommets, hooks, eyes, snaps	0	1	2	3	
<input type="checkbox"/> Hand stitching other than hemming	0	1	2	3	
<input type="checkbox"/> Blind-stitched or rolled hem	0	1	2	3	
<input type="checkbox"/> Embellishments—applique, felting, smocking, piping, beading, or trims	0	1	2	3	

**Evaluator’s Comments:**

**TOTAL SCORE FOR SKILL AREA**

(24 points possible)



# FASHION DESIGN Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Label and Explanation</b> 0-3 points	<b>0</b> No label developed or explained	<b>1</b> Label concept is present but not thoroughly thought out, explained well, creative, or appropriate for the audience	<b>2</b> Label concept is two or more of the following: creative, appropriate for the intended audience, thoroughly thought out or explained well	<b>3</b> Label concept is creative, appropriate for the intended audience, well thought out, evident patterns of buying behavior was researched and studied			
<b>Knowledge of the Intended Audience</b> 0-3 points	<b>0</b> The participant displays no knowledge of the intended audience	<b>1</b> The participant displays limited knowledge of the intended audience	<b>2</b> The participant displays knowledge of the intended audience, but has not done research about preferences or buying patterns	<b>3</b> The participant displays extensive knowledge of the intended audience, and is explained thoroughly			
<b>Fabric Profiles</b> 0-5 points	<b>0</b> No fabric profiles provided	<b>1</b> 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	<b>2</b> Most fabrics used in the collection design are represented with an inadequate swatch and/or limited information for the four description requirements	<b>3</b> Most fabrics used in the collection design are represented by a half page or less with a swatch and adequate information for the four description requirements	<b>4</b> 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	<b>5</b> 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	
<b>Collection Design</b> 0-12 points	<b>0</b> No collection design provided	<b>1-2</b> The collection design does not include four complete outfits	<b>3-4-5</b> The collection design includes four complete outfits, but are poorly designed, have little regard for function and fit	<b>6-7-8</b> The collection design includes four complete outfits which are well designed, but would not function or fit well	<b>9-10-11</b> The collection design contains four complete full color outfits, well designed, proper fit and function, but do not show high potential for intended audience	<b>12</b> The collection design contains four complete full color outfits, well designed, proper fit and function, and appeal highly to intended audience, and include all required information	
<b>Target Retailer</b> 0-2 points	<b>0</b> No target retailer information provided	<b>1</b> Both the list of potential retailers and explanations of choices are inadequate			<b>2</b> The list is thorough and explanations are well thought out and complete		
<b>Pricing</b> 0-2 points	<b>0</b> No pricing information provided	<b>1</b> Some collection pieces are missing or pricing decisions are listed but are not appropriate			<b>2</b> All collection pieces are represented and pricing decisions are appropriate for the type, quality, and market of the garment		
<b>Career Path</b> 0-5 points	<b>0</b> No career path provided	<b>1</b> Includes two or less goals	<b>2</b> Includes three goals	<b>3</b> Includes four goals	<b>4</b> Includes five career path goals, but they are not well written, realistic, achievable, or challenging	<b>5</b> Includes five well written realistic, achievable, and challenging goals for various stages of career path	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style (see style sheet)		<b>3</b> Complete list of current and reliable resources, in MLA or APA style (see style sheet)		
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling		<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information		

## Fashion Design Rubric (continued)

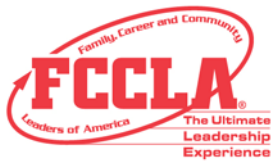
COLLECTION SAMPLE							Points
<b>Collection Sample Pattern</b> 0-4 points	<b>0</b> Not provided	<b>1</b> Some pattern pieces are included and assembly instructions are incomplete	<b>2-3</b> All pattern pieces are included and complete assembly instructions are provided	<b>4</b> All pattern pieces are included and labeled appropriately for easy assembly and clear step-by-step assembly instructions are provided			
<b>Collection Sample Condition</b> 0-4 points	<b>0</b> Not provided	<b>1</b> Collection sample is in poor condition and does not adequately represent the design	<b>2-3</b> Collection sample is actual size and made out of the intended fabric	<b>4</b> Collection sample is actual size and made out of the intended fabric. It is well constructed and appropriate for a professional presentation			
ORAL PRESENTATION							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship to Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between project and FACS	<b>1</b> Minimal evidence of project and FACS coursework relationship	<b>2</b> Some knowledge of relationship of project and FACS coursework	<b>3</b> Knowledge of project and FACS coursework but not shared	<b>4</b> Knowledge of project and relationship to FACS is evident and shared	<b>5</b> Knowledge of project and FACS relationship is evident and explained well	
<b>Knowledge of Textiles, Fashion, and Apparel</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Collection Sample during Presentation</b> 0-5 points	<b>0</b> Portfolio and sample not used during presentation	<b>1</b> Portfolio and sample used to limit amount of speaking time	<b>2</b> Portfolio and sample used minimally during presentation	<b>3</b> Portfolio and sample incorporated throughout presentation	<b>4</b> Portfolio and sample used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and sample	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

Evaluator Initial \_\_\_\_\_

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



# FCCLA CHAPTER WEBSITE

## Level II

### Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

WEBSITE CONTENT – DOCUMENTATION						Points
<b>Home Page</b> 0-2 points	<b>0</b> Site does not have a unique home page		<b>1-2</b> Home page specific for chapter use. Includes social media feed(s) and visitor tracker			
<b>Project Identification Page</b> 0-1 point	<b>0</b> Project Identification Page is missing, is not completed, or includes incorrect information		<b>1</b> Project Identification Page is present, contains participants' names, chapter name, school, city, state, FCCLA national region, event name, and project title			
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained
<b>Evidence of Online Project Summary Submission</b> 0 or 1 point	<b>0</b> Not provided		<b>1</b> Proof of submission from the online form is included			
<b>Website Content Page, Subpage or Tabs for 8 minimum areas</b> 0 or 1 point	<b>0</b> Did not use one page, subpage, or tab for each		<b>1</b> 8 or more website pages, subpages, or tabs for information areas			
<b>Documentation/ Works Cited/ Bibliography</b> 0-5 points	<b>0-1</b> None cited, or sources are cited but no permissions for using copyrighted work are included	<b>2</b> Copyright is questionable and sources list is incomplete	<b>3</b> Copyright statements and permissions are included for most sources but in inconsistent format	<b>4</b> Copyright statements and permissions are included for all sources. Complete list in MLA or APA style	<b>5</b> Work is original, copyright statements with permissions granted are included for all sources, in MLA or APA style	
WEBSITE CONTENT - INFORMATION						
<b>Promotion of Family and Consumer Sciences and FCCLA</b> 0-15 points	<b>0</b> None provided	<b>1-2-3</b> Website is limited in the promotion of FCCLA and FACS		<b>4-5-6-7</b> Website promotes either FCCLA or FACS, but not both, inconsistent messages about the programs	<b>8-9-10-11-12</b> Website promotes FCCLA and FACS as important. User is not moved beyond current expectations	<b>13-14-15</b> Website promotes with enthusiasm FCCLA and FACS as essential for all students. Expands user knowledge and moves beyond expectation
<b>Membership Information</b> 0-10 points	<b>0</b> None provided	<b>1-2-3</b> Limited information is provided for membership growth		<b>4-5</b> Some information is provided for membership growth	<b>6-7</b> Information to recruit, retain, and recognize membership is included	<b>8-9-10</b> Growth oriented recruitment, retention, and membership recognition is provided
<b>Awards/ Recognition</b> 0- 5 points	<b>0</b> None provided	<b>1-2</b> Very few awards or recognitions included		<b>3</b> Some chapter and/or member accomplishments provided by on limited FCCLA levels	<b>4</b> Chapter and/or member accomplishments are provided for all FCCLA levels	<b>5</b> 2-3 years of chapter and/or member accomplishments are provided for all FCCLA levels
<b>Chapter Leadership</b> 0-5 points	<b>0</b> None provided	<b>1-2</b> Chapter officers are listed		<b>3-4</b> Chapter officers and responsibilities are provided		<b>5</b> Chapter officers and detailed responsibilities are provided in an easy-to-read format
<b>Contact Information</b> 0-5 points	<b>0</b> None provided	<b>1-2</b> Minimal information provided		<b>3-4</b> Contact information provided but requires user to leave website		<b>5</b> Contact information provided and integrated into website
<b>Sponsors/Thank You Section</b> 0-10 points	<b>0</b> None provided	<b>1-2-3</b> Limited information and no links provided		<b>4-5</b> 1-3 partners are recognized and website links are included	<b>6-7</b> 4-5 partners are recognized and website links are included	<b>8-9-10</b> 4-5 partners are recognized, partnership is explained, and website links are included
<b>Activities Information and Calendar</b> 0-5 points	<b>0</b> None provided	<b>1-2</b> Limited information provided, but no calendar is available		<b>3</b> Limited information provided but calendar is not updated	<b>4</b> General information about chapter activities and chapter calendar is up-to-date	<b>5</b> Comprehensive information about chapter activities and chapter calendar is up-to-date

# FCCLA Chapter Website Rubric (continued)

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

**Evaluator's Comments:**

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

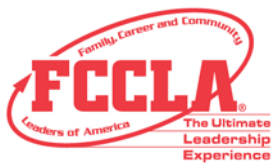
**LEVEL II TOTAL**

Evaluator Initial \_\_\_\_\_

(134 points possible)

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





# FOCUS ON CHILDREN

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

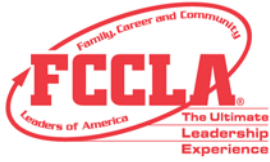
## Focus on Children Rubric (continued)

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

**Evaluator's Comments:**

TOTAL  
(90 points possible)

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



# FOOD INNOVATIONS

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

DISPLAY							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Original Prototype Formula(s)</b> 0-10 points	<b>0</b> No prototype formula(s) provided/formula(s) do not fit within the current food product topic	<b>1-2</b> One or more versions of the prototype and final prototype presented and fit within the current food product topic	<b>3-4</b> Original, each modified version, and final prototype formula(s) are presented and fit within the current food product topic, but are written poorly	<b>5-6</b> Original, each modified version with the current formula(s) are well-written, fit the current food product topic, and track changes from previous versions	<b>7-8</b> Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an adequate understanding of scientific and culinary principles	<b>9-10</b> Prototype formula(s) are well-written, fits within the current food product topic, and tracks changes. The final formula(s) meet product goals and represents an extensive understanding of scientific and culinary principles	
<b>Product Testing Method</b> 0-10 points	<b>0</b> No evidence of product testing provided	<b>1-2</b> Product testing does not follow the specifications	<b>3-4</b> Product testing followed specifications but the chosen method was not appropriate for the focus group audience	<b>5-6</b> Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented	<b>7-8</b> 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	<b>9-10</b> Product was tested twice according to specifications with an appropriate evaluation method for the focus group. Samples of the method and results are presented in a professional manner. Most feedback from testing is well-implemented	
<b>Process Storyboard</b> 0-2 points	<b>0</b> No process storyboard presented		<b>1</b> Limited photographs, confusing arrangements		<b>2</b> Appropriate number of photographs, arranged well to tell a story		
<b>Nutrition Information</b> 0-5 points	<b>0</b> No nutrition information provided	<b>1</b> Nutrition information does not meet specification requirements	<b>2</b> Nutrition information is complete (see specifications for requirements) but most of the information is incorrect	<b>3</b> Nutrition information is complete (see specifications for requirements) and the majority of the information is correct	<b>4</b> Nutrition information is complete (see specifications for requirements) correct. Demonstrates an appropriate level of knowledge for participant category	<b>5</b> Nutrition information is complete (see specifications for requirements) and correct. Demonstrates an advanced level of knowledge for participant category	
<b>Equipment, Safety and Sanitation</b> 0-3 points	<b>0</b> No equipment list or safety and sanitation precautions	<b>1</b> Both the equipment list is incomplete AND safety and sanitation precautions are inappropriate		<b>2</b> The equipment list is incomplete OR safety and sanitation precautions are inappropriate		<b>3</b> The equipment list is complete and safety and sanitation precautions are appropriate	
<b>Product Summary</b> 0-2 points	<b>0</b> No product summary provided		<b>1</b> Product summary is lacking information and/or is poorly written		<b>2</b> Product summary is thorough and well-written		
<b>Actual and Suggested Pricing</b> 0-3 points	<b>0</b> No pricing information provided	<b>1</b> Actual cost of one serving and one package is missing or inaccurate AND suggested pricing is missing or inappropriate		<b>2</b> Actual cost of one serving and one package is missing or inaccurate OR suggested pricing is missing or inappropriate		<b>3</b> Actual cost of one serving and one package is accurate; suggested pricing is appropriate	
<b>Appearance</b> 0-3 points	<b>0</b> Display is illegible and unorganized	<b>1</b> Display is neat, but contains grammatical or spelling errors and is organized poorly		<b>2</b> Display is neat, legible, and professional, with correct grammar and spelling		<b>3</b> Neat and professional, correct grammar and spelling used, effective organization	

# Food Innovations Rubric (continued)

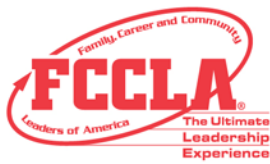
Points

SUGGESTED PRODUCT PACKAGING						
<b>Design Effectiveness</b> 0-3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging design does not exhibit creativity and innovation, and/or would not be effective in containing, shipping, and storing the product	<b>2</b> Packaging design exhibits creativity and innovation, and would be effective in containing, shipping, and storing the product	<b>3</b> 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		
<b>Marketability</b> 0-3 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is missing required information (see specifications) and/or lacks visual appeal for the intended audience	<b>2</b> Packaging contains all of the required information (see specifications) and has some visual appeal for the intended audience	<b>3</b> Packaging contains all of the required information (see specifications) and has high visual appeal for the intended audience		
<b>Appearance</b> 0-2 points	<b>0</b> Suggested product packaging not provided	<b>1</b> Packaging is unprofessional, not of high quality and/or contains grammatical or spelling errors	<b>2</b> Packaging is professional, of high quality, legible, and correct grammar and spelling used			
ORAL PRESENTATION						
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery
<b>Explanation of Product Choice</b> 0-5 points	<b>0</b> No product choice explanation	<b>1</b> Product choice explanation was brief and product choice is not thought out or appropriate for topic and audience	<b>2</b> Product choice explanation was brief but the product choice is appropriate for topic and audience	<b>3</b> Product choice explanation was clear and thorough. Product choice is appropriate for topic and audience	<b>4</b> Product choice explanation was clear and thorough. Some evidence that the product choice was thought out and appropriate for topic and target audience	<b>5</b> Product choice explanation was clear and thorough. It is evident that the product choice was thought out and highly appropriate for topic and target audience
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation
<b>Use of Display and Visuals during Presentation</b> 0-5 points	<b>0</b> Display and visuals not used during presentation	<b>1</b> Display and visuals used to limit amount of speaking time	<b>2</b> Display and visuals used minimally during presentation	<b>3</b> Display and visuals incorporated throughout presentation	<b>4</b> Display and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation

Evaluator's Comments:

**TOTAL**  
(90 points possible)

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



# HOSPITALITY, TOURISM, AND RECREATION

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

# Hospitality, Tourism, and Recreation Rubric (continued)

Points

<b>Customer Service Strategy</b> 0-5 points	<b>0</b> No customer service strategy provided	<b>1</b> Customer service strategy provided though poorly thought out	<b>2</b> Developed a customer service strategy for receiving positive feedback and client complaints	<b>3</b> Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff recognition, though no plan for preventing future problems	<b>4</b> Developed a customer service strategy for receiving positive feedback, criticism, and client complaints. Provides a process for staff recognition and prevention plan for future problems	<b>5</b> Developed a customer service strategy for receiving positive feedback, criticism and client complaints. Provides a comprehensive process for staff recognition, utilization of testimonials, and prevention plan for future problems	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

## ORAL PRESENTATION

<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical/pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

## CASE STUDY

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

Evaluator's Comments:

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

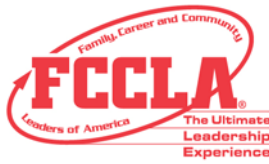
Evaluator Initial \_\_\_\_\_

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

**TOTAL**

(90 points possible)

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# ILLUSTRATED TALK Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
ORAL PRESENTATION							Points
<b>Introduction</b> 0-5 points	<b>0</b> No obvious introduction	<b>1</b> Introduction not relevant or appropriate for presentation	<b>2</b> Introduction not effective in capturing attention	<b>3</b> Somewhat creative/attention getting	<b>4</b> Creative introductions	<b>5</b> Introduction captured attention immediately	
<b>Relationship to Family and Consumer Sciences and/or Related Careers</b> 0-10 points	<b>0</b> No evidence of relationship to FACS and/or related careers	<b>1-2</b> Minimal evidence of relationship to FACS and/or related careers	<b>3-4</b> Some knowledge of relationship to FACS and/or related careers	<b>5-6</b> Knowledge of relationship to FACS and/or related careers, but not shared	<b>7-8</b> Knowledge of relationship to FACS and/or related careers is evident and shared	<b>9-10</b> Knowledge of relationship to FACS and/or related careers is evident and explained well	
<b>Knowledge of Subject Matter</b> 0-10 points	<b>0</b> Little or no evidence of knowledge	<b>1-2</b> Minimal evidence of knowledge	<b>3-4</b> Some evidence of knowledge	<b>5-6</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>7-8</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>9-10</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Methods or Techniques to Address the Issues of Concern</b> 0-10 points	<b>0</b> Did not mention any methods of techniques	<b>1-2</b> Methods and techniques were given, but not explained	<b>3-4</b> Methods and techniques were given, but not clearly explained	<b>5-6</b> Issues were examined with some methods and techniques to solve concerns	<b>7-8</b> Methods and techniques were given and thoroughly explained in which one imagines consequences, conceptualizes alternatives, and empathizes	<b>9-10</b> Multiple strategies are examined. Critical thinking is used to focus on deciding what to believe or do	
<b>Summary</b> 0-5 points	<b>0</b> Not provided	<b>1-2</b> Poor summary with weak conclusion	<b>3-4</b> Provided a summary but concluding statement could be stronger	<b>5</b> Excellent summary with strong concluding statement			
<b>Length of Presentation</b> 0-3 points	<b>0</b> Did not speak	<b>1</b> Spoke very briefly or was stopped	<b>2</b> Spoke an appropriate length but could have expanded more on presentation	<b>3</b> The presentation was within 10 minutes and all information was covered for an appropriate length of time			
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			

## Illustrated Talk Rubric (continued)

							Points
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	
<b>VISUALS/PROPS</b>							
<b>Effectively Illustrate Content</b> 0-5 points	<b>0</b> Visuals not provided	<b>1-2</b> Visuals are weak in supporting the presentation	<b>3-4</b> Visuals support the presentation but do not complement the content	<b>5</b> Visuals support and complement the presentation			
<b>Creativity of Visuals to Enhance Presentation</b> 0-5 points	<b>0</b> Visuals not used during presentation	<b>1-2</b> Visuals not original, lacking appeal or creativity	<b>3-4</b> Somewhat creative, original and appealing	<b>5</b> Highly original, very appealing, and creative			
<b>Use of Visuals during Presentation</b> 0-5 points	<b>0</b> Visuals not used during presentation	<b>1</b> Visuals used to limit amount of speaking time	<b>2</b> Visuals used minimally during presentation	<b>3</b> Visuals incorporated throughout presentation	<b>4</b> Visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and visuals	

Evaluator's Comments:

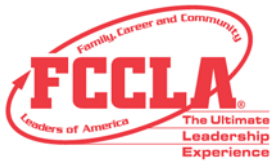
TOTAL  
(90 points possible)

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

Evaluation Initial \_\_\_\_\_

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





# INTERIOR DESIGN Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER CONTENTS							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Client Invoice</b> 0-3 points	<b>0</b> No client invoice provided	<b>1</b> Does not include all required information, or contains errors			<b>2-3</b> Clear and complete invoice in correct order with no errors, professional appearance		
BOARD SPECIFICATIONS							
<b>Type of Board</b> 0-1 point	<b>0</b> Another type of board used			<b>1</b> Foam, mat, or mat on foam used			
<b>Color</b> 0-1 point	<b>0</b> Another color board used			<b>1</b> Solid white or black board used			
<b>Size</b> 0-1 point	<b>0</b> Board larger than 22" x 30"			<b>1</b> Board did not exceed 22" x 30"			
<b>Business Card</b> 0-1 point	<b>0</b> Does not fully meet specifications			<b>1</b> Fully meets size/contents specification			
<b>Illustrations</b> 0-3 points	<b>0</b> No illustrations used	<b>1</b> Illustrations are limited in quality or quantity is below or above an appropriate amount	<b>2</b> Illustrations are appropriate but not overly effective		<b>3</b> Highly appropriate and effective illustrations		
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Minimal visual appeal	<b>2</b> Some visual appeal		<b>3</b> Great visual appeal, very effective		
DESIGN							
<b>Scaled Room Floor Plan</b> 0-10 points	<b>0-1</b> Did not appear to use any scale and no architectural features shown		<b>2-3-4-5-6</b> $\frac{1}{4}$ " scale used, but not consistently. Some architectural features shown and drawn		<b>7-8-9-10</b> $\frac{1}{8}$ " scale used consistently. All architectural features shown and drawn correctly		
<b>Furniture Arrangement</b> 0-3 points	<b>0</b> No furniture arrangement shown	<b>1</b> Poorly arranged, both form and function	<b>2</b> Good form OR function, not both		<b>3</b> Well-arranged for form and function		
<b>NKBA Planning Guidelines</b> 0-1 point	<b>0</b> Did not adhere to NKBA Planning Guidelines			<b>1</b> Correctly followed NKBA Planning Guidelines where appropriate in design			
<b>Specified Elevation</b> 0-4 points	<b>0</b> No elevation done	<b>1</b> Incorrect scale used	<b>2-3</b> Somewhat well-done/effective using $\frac{1}{2}$ " scale		<b>4</b> Well-done, very effective using $\frac{1}{2}$ " scale		
<b>Samples</b> 0-3 points	<b>0</b> No samples provided	<b>1</b> Some samples, not all, provided	<b>2</b> Some well-chosen, but not well coordinated		<b>3</b> Well-chosen and coordinated		
<b>Principles of Design</b> 0-3 points	<b>0</b> Principles of design not applied	<b>1</b> Principles applied only minimally	<b>2</b> Most principles of design applied		<b>3</b> Principles of design applied consistently		
<b>Originality of Design</b> 0-3 points	<b>0</b> Little evidence of originality	<b>1</b> Some evidence of originality	<b>2</b> Contains both creative elements and "copies"		<b>3</b> Highly original design		
<b>Thoughtfulness of Design</b> 0-3 points	<b>0</b> Design shows no consideration of clients' space needs	<b>1</b> Some evidence of consideration of clients' needs or design style	<b>2</b> Design meets clients' space needs but does not reflect design style		<b>3</b> Design meets clients' space needs and design style		
<b>Responsible Design</b> 0-3 points	<b>0</b> Design shows no consideration for the safety, healthy or welfare of the client or environment	<b>1</b> Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	<b>2</b> Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client		<b>3</b> Design is highly responsible for both the clients' well-being and the environment		
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Some visual appeal	<b>2</b> Minimal visual appeal		<b>3</b> Great visual appeal, very effective		

# Interior Design Rubric (continued)

Points

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Rationale of Design Decisions Explained</b> 0-5 points	<b>0</b> No rationale of design decisions explained	<b>1-2</b> Design decisions are somewhat explained but show little understanding of clients' needs and style	<b>3-4</b> Design decisions are explained thoroughly and show complete understanding of clients' needs and style	<b>5</b> Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards			
<b>Use of Display Boards during Presentation</b> 0-3 points	<b>0</b> Display boards are not used during presentation	<b>1</b> Display boards used minimally during presentation	<b>2</b> Display boards incorporated throughout presentation	<b>3</b> Presentation moves seamlessly between oral presentation and display boards			
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-4 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Responses to questions were appropriate and given without hesitation		

Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



# INTERPERSONAL COMMUNICATIONS

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
ORAL PRESENTATION							
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Identify Concerns</b> 0-4 points	<b>0</b> No evidence of identifying concerns	<b>1</b> Identifying concerns and needs are limited in scope	<b>2</b> Participants use one or two methods to identify concerns	<b>3</b> Participants use surveys, data collection, interviews or other methods to identify concerns	<b>4</b> Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions		
<b>Set a Goal</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Goal is evident	<b>2</b> Goal is clearly stated	<b>3</b> Goal is thoroughly stated	<b>4</b> Goal is stated in detail with measurable outcomes		
<b>Form a Plan</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Plan is stated with some detail	<b>2</b> Plan is detailed	<b>3</b> Plan includes details, timelines, and alternatives	<b>4</b> Plan is thorough, feasible and complete		
<b>Act</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Action steps are evident	<b>2</b> Plan is detailed in steps, tasks, and timelines	<b>3</b> Plan included analysis of effects of communication technology in family, work, and community settings	<b>4</b> Plan includes a thorough understanding and application of communication techniques and solutions		
<b>Evaluation Follow-Up</b> 0-4 points	<b>0</b> No evidence	<b>1</b> Some evaluation and follow-up is planned	<b>2</b> Evaluation plans include multiple strategies	<b>3</b> Evaluation and follow-up is detailed and varied in strategies	<b>4</b> Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation		
<b>Project Rationale Clearly Stated</b> 0-5 points	<b>0</b> No evidence	<b>1</b> Project rationale is limited	<b>2</b> Rationale for the project is clearly stated	<b>3</b> Rationale for the project is stated in a convincing manner, citing reasons and data	<b>4</b> Rationale for the project is thorough and compelling	<b>5</b> Rationale for the project is thorough, a compelling and urgent need and well documented	
<b>Use of Appropriate Techniques</b> 0-5 points	<b>0</b> No evidence	<b>1</b> Participants understanding limited methods of communication techniques	<b>2</b> Participants show some understanding of various communication techniques	<b>3</b> Participants show understanding of two or three communication techniques	<b>4</b> Participants show understanding and can apply various communication techniques	<b>5</b> Participants effectively apply techniques that are effective and appropriate	

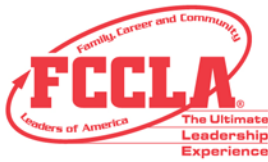
# Interpersonal Communications Rubric (continued)

							Points
<b>Impact on Interpersonal Communications</b> 0-10 points	<b>0</b> Not evident	<b>1</b> Participants show a limited knowledge of the impact of interpersonal communications with their project	<b>2</b> Participants show areas of interpersonal communication that were strengthened by the project	<b>3-4-5</b> Participants explain one or more of the following: --how similarities and differences among people affect conflict prevention and management in their project --how to create an environment that encourages and respects ideas and perspectives --apply the roles of decision making and problem solving in reducing and managing conflict	<b>6-7-8-9-10</b> Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: --demonstrate processes for cooperating, compromising, and collaborating --demonstrate ethical behavior in family, workplace and community settings --demonstrate strategies to motivate, encourage, and build trust in group members --compare the relative merits of opposing points of view regarding current ethical issues		
<b>Relationship to FCCLA Purposes and FACS</b> 0-5 points	<b>0</b> Not evident	<b>1</b> Minimal evidence of FCCLA and FACS relationship	<b>2</b> Some knowledge of relationship of FCCLA and FACS	<b>3</b> Knowledge of FCCLA and FACS relationship but not shared	<b>4</b> Knowledge of FCCLA and FACS relationship is evident and shared	<b>5</b> Knowledge of FCCLA and FACS relationship is evident and well explained	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	
<b>CASE STUDY</b>							
<b>Presentation</b> 0-2 points	<b>0</b> No case study presentation is made		<b>1</b> Case study response is limited in scope		<b>2</b> Case study responses indicate an understanding of the concepts and issues		
<b>Knowledge of Communication Techniques</b> 0-4 points	<b>0</b> Not evident in explanations	<b>1</b> Knowledge of communication techniques is limited	<b>2</b> Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques	<b>3</b> Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management	<b>4</b> Knowledge of communication techniques is explained in detail. Apply ethical principles of communication		
<b>Appropriate Solutions</b> 0-4 points	<b>0</b> Not evident	<b>1</b> Participants share a limited response to one or two solutions	<b>2</b> Participants share feasible and suitable solutions	<b>3</b> Participants share many feasible and suitable solutions	<b>4</b> Participants share extensive suitable solutions and insights		
<b>Responses to Evaluators' Questions</b> 0-3 points	<b>0</b> Not evident	<b>1</b> Did not answer questions	<b>2</b> Answers show a limited understanding	<b>3</b> Answers are in depth and thorough			

Evaluator's Comments:

TOTAL  
(90 points possible)

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



## JOB INTERVIEW Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Job Specification Sheet</b> 0-2 points	<b>0</b> Job specification sheet not provided	<b>1</b> 1-4 items provided, or information is incomplete			<b>2</b> All 5 items provided and are complete		
<b>Business Communication</b> 0-15 points	<b>0</b> None apply	<b>1-15 Score 1 point for each of these components</b> <input type="checkbox"/> Correct application used <input type="checkbox"/> Completed application <input type="checkbox"/> Cover letter <input type="checkbox"/> Resume <input type="checkbox"/> Recommendation letter #1			<b>2</b> <input type="checkbox"/> Recommendation letter #2 <input type="checkbox"/> Correct spelling <input type="checkbox"/> Correct grammar <input type="checkbox"/> Consistent font style <input type="checkbox"/> Appropriate font size	<b>3</b> <input type="checkbox"/> Appropriate business format <input type="checkbox"/> Consistently written <input type="checkbox"/> Well-organized <input type="checkbox"/> Reflects current skills and future goals <input type="checkbox"/> Appropriate colors used	
<b>Career Related Education</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one of the required items provided	<b>2</b> Only two of four items provided	<b>3</b> Three of four items provided	<b>4</b> All four items provided but they lack information	<b>5</b> All four items provided, thorough and professional	
<b>Educational Enhancement Opportunities</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one item provided	<b>2</b> Two of three items provided but lack information	<b>3</b> Two of three items provided completely	<b>4</b> All three items provided but they lack information	<b>5</b> All three items provided, thorough and professional	
<b>Examples of Special Skills</b> 0-5 points	<b>0</b> Not included	<b>1</b> Only one or two of the items provided	<b>2</b> Only three of five items provided	<b>3</b> Four of five items provided	<b>4</b> Five items provided	<b>5</b> All five items provided and relate well to job/career goals	
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling		<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information		
INTERVIEW							
<b>Knowledge of Selected Job</b> 0-10 points	<b>0</b> Little evidence of job knowledge	<b>1-2</b> Minimal evidence of job knowledge	<b>3-4</b> Some evidence of job knowledge	<b>5-6</b> Knowledge of job is evident but not in interview	<b>7-8</b> Knowledge of job is evident and shared at times in the interview	<b>9-10</b> Knowledge of job is evident and incorporated throughout the interview	
<b>Communication Skills</b> 0-10 points	<b>0</b> Participant does not take part in interview	<b>1-2</b> Interview is brief because participant does not carry on a conversation or answer questions with detail	<b>3-4</b> Participant answers most questions well, but displays signs of self-consciousness or nervousness in nonverbal communication	<b>5-6</b> Participant answers questions and relates to evaluators well	<b>7-8</b> Participant shows confidence and personality during interview. Answers questions well	<b>9-10</b> Participant is confident, poised, personable, relates well to evaluators, answers questions clearly and effectively	
<b>Responses to Evaluators' Questions</b> 0-15 points	<b>0</b> Did not answer evaluators' questions	<b>1-2-3</b> Unable to answer some questions	<b>4-5-6</b> Responded to all questions, but without ease or accuracy	<b>7-8-9</b> Responded adequately to all questions	<b>10-11-12</b> Gave appropriate responses to evaluators' questions	<b>13-14-15</b> Responses to questions were appropriate and given without hesitation	
<b>Use of Portfolio During Interview</b> 0-3 points	<b>0</b> Portfolio is not used during interview	<b>1</b> Portfolio is referenced but not used to support knowledge or skills	<b>2</b> Portfolio used minimally to support knowledge and skills		<b>3</b> Portfolio used appropriately to emphasize knowledge and skills		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		

*(continued next page)*

## Job Interview Rubric (continued)

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

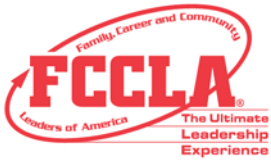
### Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

**Evaluator Initial** \_\_\_\_\_

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



# LEADERSHIP Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

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

# Leadership Rubric (continued)

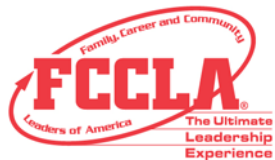
							Points
<b>Leadership Reflection</b> 0-10 points	<b>0</b> Not included	<b>1-2</b> Reflection is included	<b>3-4</b> Reflection shows little thought by the participant in their leadership ability, project experience, next steps, and future leadership	<b>5-6</b> Reflections shows some thought by the participant in their leadership ability, project experience, next steps, and future leadership	<b>7-8</b> Reflection shows thought by the participant in their leadership ability, project experience, next steps, and future leadership. Reflection is well written	<b>9-10</b> 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	
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-4 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL  
(90 points possible)

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





## LIFE EVENT PLANNING Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO						Points	
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Profile of Event Role of needs/wants</b> 0-3 points	<b>0</b> Not included	<b>1</b> Explanation unclear	<b>2</b> Explained partially	<b>3</b> Explained thoroughly			
<b>Profile of Event Goal statement(s)</b> 0-2 points	<b>0</b> Goal(s) of project not stated	<b>1</b> Goal(s) of project stated	<b>2</b> Goal(s) of project stated and is measurable, specific, and appropriate for the project				
<b>Profile of Event Role of values and/or priorities</b> 0-2 points	<b>0</b> Role of values/priorities not stated	<b>1</b> Role of values/priorities stated, but unclear	<b>2</b> Role of values/priorities stated clearly and thoroughly				
<b>Profile of Event Description of financial challenges</b> 0-3 points	<b>0</b> Financial challenges were not described	<b>1</b> Challenges(s) described partially, but unclear	<b>2</b> Challenges partially described	<b>3</b> Challenges described clearly and thoroughly			
<b>Comparison Shopping Format</b> 0-3 points	<b>0</b> Disorganized, lacks consistent format	<b>1</b> Format difficult to interpret	<b>2</b> Format understandable, but could be organized more effectively	<b>3</b> Format clear and effective			
<b>Comparison Shopping Goods and services identified</b> 0-3 points	<b>0</b> No sources stated for goods/services	<b>1</b> 1 or 2 goods/services identified	<b>2</b> 3 or 4 goods/services identified	<b>3</b> 5 or more goods/services identified			
<b>Comparison Shopping Sources, costs and features</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Incomplete information or provided for less than 5 goods/services	<b>2</b> 2 or more sources, costs and features are listed for each of the 5 goods/services	<b>3</b> 2 or more sources, costs and features are for each of the 5 goods/services. Thorough information is provided for each			
<b>Comparison Shopping Quantities of goods and services</b> 0-3 points	<b>0</b> No quantities shown	<b>1</b> Quantities shown for up to 1/3 of items	<b>2</b> Quantities shown for up to 2/3 of items	<b>3</b> Quantities shown for all items			
<b>Event Plan List of products/services</b> 0-3 points	<b>0</b> Most needed products/services omitted	<b>1</b> Many needed products/services omitted	<b>2</b> Most needed products/services listed	<b>3</b> All needed products/services listed			
<b>Event Plan Quantities and costs</b> 0-3 points	<b>0</b> Quantities and costs not shown	<b>1</b> Shown for up to 1/3 items	<b>2</b> Shown for up to 2/3 items	<b>3</b> Shown for more than 2/3 of all items			
<b>Resources Summary Variety of resources</b> 0-3 points	<b>0</b> Only one type of resource, no variety	<b>1</b> 2-3 types of resources, minimal variety	<b>2</b> 4-5 types of resources, some variety	<b>3</b> 6 or more types of resources			
<b>Resources Summary Format used</b> 0-2 points	<b>0</b> Disorganized, lacks consistent format	<b>1</b> Format difficult to interpret	<b>2</b> Format clear and effective				
<b>Resources Summary Summary of learnings</b> 0-3 points	<b>0</b> No paragraph of learnings	<b>1</b> Summary of learnings unclear	<b>2</b> Only partially explained	<b>3</b> Explained clearly and thoroughly			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Life Event Planning Rubric (continued)

Points

ORAL PRESENTATION							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Explained Financial Situation</b> <i>Needs and wants, goal(s), values and priorities, financial challenges</i> 0-4 points	<b>0</b> None of the four elements are explained, either partially or in full	<b>1</b> 1-2 elements explained, either partially or full	<b>2</b> 3 elements explained, either partially or full	<b>3</b> 4 elements explained, but one or more is incomplete	<b>4</b> 4 elements explained clearly and thoroughly		
<b>Explained Decisions Involved in Developing Financial Plan for Event</b> 0-5 points	<b>0</b> Did not mention/explain any decisions	<b>1</b> Mentioned one decision, did not explain	<b>2</b> Mentioned two decisions, did not explain	<b>3</b> Explained one decision	<b>4</b> Explained two decisions	<b>5</b> Explained three or more decisions	
<b>Summary of Ways in Which Financial Planning was Helpful</b> 0-3 points	<b>0</b> No summary given	<b>1</b> Summary was ineffective	<b>2</b> Somewhat effective summary	<b>3</b> Highly effective summary			
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

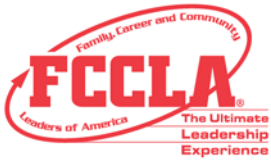
Evaluator's Comments:

TOTAL  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



# NATIONAL PROGRAMS IN ACTION Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

**National Program** (check one):

- |   |   |
|---|---|
| <input type="checkbox"/> Career Connection                                    | <input type="checkbox"/> Leadership Service in Action |
| <input type="checkbox"/> FACTS (Families Acting for Community Traffic Safety) | <input type="checkbox"/> Families First               |
| <input type="checkbox"/> Financial Fitness                                    | <input type="checkbox"/> Student Body                 |
| <input type="checkbox"/> Power of One   | <input type="checkbox"/> STOP the Violence            |

EVALUATION CRITERIA							Points
<i>Identify Concerns:</i> <b>Relationship to the National Program</b> 0-5 points	<b>0</b> No concern is listed	<b>1</b> Concern is identified	<b>2</b> Concern is identified with 1-2 statements of the issue	<b>3</b> Concern is identified with 2-3 statements of issue and how it relates to the national program	<b>4</b> Concern is identified with 3 or more compelling statements of the need and relation to the national program	<b>5</b> Concern is written well with 4 or more compelling statements of the need and relation to the national program	
<i>Identify Concerns:</i> <b>Knowledge of the National Program</b> 0-5 points	<b>0</b> No knowledge apparent	<b>1</b> Knowledge of the national program seems limited	<b>2</b> Participant(s) seems to have sufficient knowledge but it is not explicitly stated	<b>3</b> National program knowledge is explained in presentation	<b>4</b> Extensive knowledge is apparent through the presentation	<b>5</b> Extensive knowledge is explained and applied to the project	
<i>Set a Goal:</i> <b>Structure</b> 0-5 points	<b>0</b> Goal is missing	<b>1</b> Goal is simplistically stated	<b>2</b> Goal is stated adequately	<b>3</b> Goal is stated strongly with some steps identified	<b>4</b> Goal is stated strongly, ambitious and clear steps are identified	<b>5</b> Ambitious goal is stated, and articulated with clear steps and evaluation methods	
<i>Set a Goal:</i> <b>Appropriate Goal</b> 0-5 points	<b>0</b> Goal is missing	<b>1</b> Goal is inappropriate for the project	<b>2</b> Goal is relevant but does not relate to a national program	<b>3</b> Goal relates to a national program	<b>4</b> Goal relates to an issue and a national program, but relevance is unclear	<b>5</b> Goal explicitly states relationship to a community, school, national, or international issue, and a national program	
<i>Form a Plan:</i> <b>Organization</b> 0-5 points	<b>0</b> No plan is presented	<b>1</b> Plan is presented with minimal steps	<b>2</b> Plan is stated with 3-5 steps	<b>3</b> Plan is clearly stated with 3-5 steps and a timeline identified	<b>4</b> Plan is multi-phased, chronologically sequenced, and has measurable expectations	<b>5</b> Plan is multi-phased, chronologically sequenced, has measurable expectations and is realistic and challenging for participants' level	
<i>Form a Plan:</i> <b>Logistics and Timeline</b> 0-5 points	<b>0</b> Plan does not include logistics	<b>1</b> Logistical and timeline information have been considered, but no evidence is given in the plan	<b>2</b> Logistics and timeline are somewhat unclear	<b>3</b> Logistics and timeline have some gaps and need more detailed descriptions	<b>4</b> Logistics and timeline are complete but could explain with more detail	<b>5</b> Plan identified who, what, where, when, why, how, and lists abilities, resources, possible barriers, and ways to recognize and measure accomplishments	
<i>Act:</i> <b>Action Taken on Plan</b> 0-5 points	<b>0</b> No action plan presented	<b>1</b> Some actions are explained	<b>2</b> All actions are explained	<b>3</b> All actions are explained with mention of possible barriers and outcomes expected	<b>4</b> Each action step is taken but explanation given is limited	<b>5</b> Each action step is taken and full explanation is given of actions and outcomes	

# National Programs in Action Rubric (continued)

							Points
<b>Act: Use of Resources and Partners</b> 0-5 points	<b>0</b> No evidence of partnerships or resources	<b>1</b> Limited evidence of partnerships and resources	<b>2</b> Evidence of partnerships and resources exploration, but no action to develop relationships was taken	<b>3</b> Evidence of search for partners and resources with appropriate action to begin relationships	<b>4</b> The project identifies action taken to identify and build relationships with partners and resources who are relevant to the project	<b>5</b> The project identifies possibilities and attempts to develop relationships with partners and resources who enhance the project	
<b>Follow Up: Publicity &amp; Recognition</b> 0-5 points	<b>0</b> There are no publicity or recognition strategies	<b>1</b> Publicity and recognition are acknowledged, but not an intentional component	<b>2</b> Publicity and recognition strategies are limited in use	<b>3</b> Publicity is utilized at many steps of the action plan, recognition is evident	<b>4</b> Publicity is utilized throughout the action plan, recognition is evident and appropriate	<b>5</b> Publicity is utilized throughout, recognition is evident. Both are creative and purposeful	
<b>Follow Up: Evaluation</b> 0-5 points	<b>0</b> Evaluation methods are not evident in the plans	<b>1</b> Evaluation methods are mentioned	<b>2</b> Evaluation methods are included in the plans and results	<b>3</b> Evaluation methods are evident, but their purpose and outcomes are insufficient	<b>4</b> Evaluation methods are evident, purposefully used and broad outcomes are listed	<b>5</b> Evaluation methods are evident, purposefully used, and measurable outcomes listed	
<b>Organization/ Delivery</b> 0 - 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Relationship to Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Visuals during Presentation</b> 0-6 points	<b>0</b> Visuals not used during presentation	<b>1-2</b> Visuals used to limit amount of speaking time	<b>3</b> Visuals used minimally during presentation	<b>4</b> Visuals incorporated throughout presentation	<b>5</b> Visuals used effectively throughout presentation	<b>6</b> Presentation moves seamlessly between oral presentation and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/clothing is appropriate		<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors		<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

**TOTAL**  
(90 points possible)

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

**Evaluator Initial** \_\_\_\_\_

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



## NUTRITION AND WELLNESS Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Subject Profile</b> 0-10 points	<b>0</b> Not provided	<b>1-2</b> Profile is included but vaguely referred to	<b>3-4</b> Profile has some evidence of self-assessment	<b>5-6</b> Explained somewhat, but not documented sources of profile	<b>7-8</b> Documented resources used for profile	<b>9-10</b> Documented resources used, described role of profile in project	
<b>Evidence of Nutrition and Wellness Research</b> 0-10 points	<b>0</b> Not explained	<b>1-2</b> Some research done but incomplete information	<b>3-4</b> Research is current but from unreliable sources and does not adequately cover the topic	<b>5-6</b> Research is current, appropriate for topic, from reliable sources, does not adequately cover the topic	<b>7-8</b> Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	<b>9-10</b> Research is current, from reliable sources, documented correctly, and extensively covers the topic	
<b>Nutrition and Wellness Tracking</b> 0-3 points	<b>0</b> No subjects listed	<b>1</b> Incomplete list of subjects and not current or appropriate for project	<b>2</b> Complete list of subjects but incorrect style	<b>3</b> Complete list of subjects, appropriate resources, in a consistent format			
<b>Nutrition and Wellness Concerns</b> 0-3 points	<b>0</b> No concerns provided	<b>1</b> Concern questions are addressed	<b>2</b> All questions are answered and participant shows some reflection on their concerns and ways to improve if necessary	<b>3</b> All questions are answered thoroughly and participant shows significant reflection on concerns and ways to improve if necessary			
<b>Nutrition and Wellness Goals</b> 0-5 points	<b>0</b> No goals stated	<b>1</b> 1-3 goals are stated, but are not appropriate	<b>2</b> 3-5 appropriate goals are stated	<b>3</b> 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	<b>4</b> 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	<b>5</b> 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included	
<b>Nutrition Plan</b> 0-4 points	<b>0</b> Not provided	<b>1-2</b> Plan is included	<b>3-4</b> Profile is included and complete				
<b>Wellness Plan</b> 0-3 points	<b>0</b> No plan provided	<b>1</b> Plan provided with no value or variety in experiences	<b>2</b> Adequate plan provided with good variety and value of experiences	<b>3</b> Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood			
<b>Implementation and Reflection</b> 0-5 points	<b>0</b> No activity included	<b>1</b> Activities poorly documented, reflection provided	<b>2</b> Activities are adequately documented	<b>3</b> Activities are adequately documented and partial reflection on results	<b>4</b> Activities are adequately documented and reflection provided	<b>5</b> Activities are effectively documented, reflection provided and recommendation for change included	
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Nutrition and Wellness Rubric (continued)

Points

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

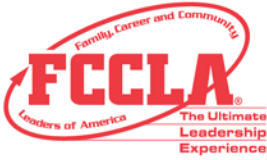
Evaluator's Comments:

**TOTAL**   
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



# PARLIAMENTARY PROCEDURE Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

DEMONSTRATED MEETING					
<b>Proper Use of Parliamentary Law</b> 0–5 points	<b>0</b> Team did not demonstrate any Parliamentary Law according to <i>Robert's Rules of Order Newly Revised 11th edition</i>	<b>1–2</b> Team lacked basic understanding of parliamentary law according to <i>Robert's Rules of Order Newly Revised 11th Edition</i>	<b>3–4</b> Team incorrectly carried out parliamentary procedures twice according to <i>Robert's Rules of Order Newly Revised 11th Edition</i>	<b>5</b> Team carried out all procedures correctly according to <i>Robert's Rules of Order Newly Revised 11th Edition</i>	
<b>Proper Recognition of Chair and All Members</b> 0–3 points	<b>0</b> Members were never recognized by chair before speaking	<b>1</b> Proper recognition of the chair and members were met some of the time	<b>2</b> Proper recognition of the chair and members were met most of the time	<b>3</b> Chair and members were recognized properly at all times	
<b>Coverage of Agenda</b> 0–3 points	<b>0</b> Team did not follow agenda	<b>1</b> Team did not address all agenda items	<b>2</b> Team addressed all agenda items, but some were not done properly	<b>3</b> Team addressed all agenda items properly	
<b>Main Motion</b> 0–3 points	<b>0</b> Team did not demonstrate a main motion	<b>1</b> Team incorrectly attempted a main motion	<b>2</b> Team stated a main motion without properly carrying it out	<b>3</b> Team correctly demonstrated a main motion	
<b>Amend an Amendment</b> 0–3 points	<b>0</b> Team did not demonstrate amend an amendment	<b>1</b> Team did not complete the amendment of an amendment	<b>2</b> Team completed the amendment of an amendment, but did so incorrectly	<b>3</b> Team correctly amended an amendment	
<b>Point of Order or Parliamentary Inquiry</b> 0–3 points	<b>0</b> Team did not demonstrate a point of order or parliamentary inquiry	<b>1</b> Team did not complete point of order or parliamentary inquiry	<b>2</b> Team completed point of order or parliamentary inquiry, but did so incorrectly	<b>3</b> Team correctly demonstrated a point of order or parliamentary inquiry	
<b>Division of the Assembly or Division of the Question</b> 0–3 points	<b>0</b> Team did not demonstrate division of the assembly or division of the question	<b>1</b> Team did not complete division of the assembly or division of the question	<b>2</b> Team completed division of the assembly or division of the question, but did so incorrectly	<b>3</b> Team correctly demonstrated division of the assembly or division of the question	
<b>Previous Question</b> 0–3 points	<b>0</b> Team did not demonstrate previous question	<b>1</b> Team did not complete previous question	<b>2</b> Team completed previous question, but did so incorrectly	<b>3</b> Team correctly demonstrated previous question	
<b>Request for Information</b> 0–3 points	<b>0</b> Team did not demonstrate request for information	<b>1</b> Team did not complete request for information	<b>2</b> Team completed request for information, but did so incorrectly	<b>3</b> Team correctly demonstrated request for information	
<b>Postpone to a Certain Time</b> 0–3 points	<b>0</b> Team did not demonstrate postpone to a certain time	<b>1</b> Team did not complete postpone to a certain time	<b>2</b> Team completed postpone to a certain time, but did so	<b>3</b> Team correctly demonstrated postpone to a certain time	
<b>Refer to a Committee</b> 0–3 points	<b>0</b> Team did not demonstrate refer to a committee	<b>1</b> Team did not complete refer to a committee	<b>2</b> Team completed refer to a committee, but did so incorrectly	<b>3</b> Team correctly demonstrated refer to committee	
<b>Lay on the Table</b> 0–3 points	<b>0</b> Team did not demonstrate lay on the table	<b>1</b> Team did not complete lay on the table	<b>2</b> Team completed lay on the table, but did so incorrectly	<b>3</b> Team correctly demonstrated lay on the table	

# Parliamentary Procedure Rubric (continued)

**Points**

<b>Question of Privilege or Recess</b> 0-3 points	<b>0</b> Team did not demonstrate question of privilege or recess	<b>1</b> Team did not complete question of privilege or recess	<b>2</b> Team completed question of privilege or recess, but did so incompletely	<b>3</b> Team correctly demonstrated question of privilege or recess	
<b>Demonstration Time</b> 0-3 points	<b>0-1</b> 10 minutes or less	<b>2</b> 10 – 15 minutes	<b>3</b> 15 – 20 minutes		
<b>Quality of Demonstration Discussion</b> 0-15 points	<b>0-1-2-3-4-5</b> Limited quality discussion and involvement of members	<b>6-7-8-9-10</b> Quality of discussion and appropriate member involvement	<b>11-12-13-14-15</b> Quality of discussion, diversity of viewpoints and appropriate involvement		
<b>Clarity of Expression and Voice</b> 0-3 points	<b>0</b> Speech unclear, weak voice projection, incorrect pronunciation, poor grammar	<b>1</b> Few team members use clear speech or voice projection, or pronunciation or proper grammar	<b>2</b> Most team members use clear speech or voice projection, or pronunciation or proper grammar	<b>3</b> Speech clear, projects voice, pronounces all words, no vocalized pauses, correct grammar	
<b>Poise</b> 0-3 points	<b>0</b> Expressionless, no hand gestures, sways, no eye contact	<b>1</b> Few team members use appropriate expression or hand gestures or posture or eye contact	<b>2</b> Most team members use appropriate expression or hand gestures or posture or eye contact	<b>3</b> Good expression, appropriate hand gestures, good posture, good eye contact	
<b>Impartiality of Presiding Officer</b> 0-3 points	<b>0</b> Did not call on all members, states own opinion	<b>1</b> The presiding officer rarely calls on all members and/or rules fairly on motions	<b>2</b> The presiding officer usually calls on all members and/or rules fairly on motions	<b>3</b> The presiding officer always calls on all members and/or rules fairly on motions	
<b>Team Participation</b> 0-3 points	<b>0</b> Clearly there is no team participation	<b>1</b> The meeting participation relies primarily on one or two members	<b>2</b> Most team members are actively involved in the meeting	<b>3</b> All team members were actively involved in carrying out the meeting	
<b>Debate includes FCCLA Purposes</b> 0-1 point	<b>0</b> Team did not include FCCLA Purposes, Mission or facts		<b>1</b> Team used FCCLA Purposes, Mission or facts in a majority of debate		
<b>SECRETARY'S RECORD</b>					
<b>Secretary's Record</b> 0-2 points	<b>0</b> Most information is missing and agenda items were not recorded	<b>1</b> Unorganized and some agenda items not recorded	<b>2</b> Organized and contain all required agenda items		

**Points**

**Evaluator's Comments:**

**TOTAL**   
(74 points possible)

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

Evaluator Initial \_\_\_\_\_

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





## PROMOTE AND PUBLICIZE FCCLA! Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FCCLA	0	1	2	3	4	5	
<b>Planning Process Summary Page</b> 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	
<b>Evidence of Research</b> 0-4 points	Not explained	Some research done but incomplete information	Research is current but from unreliable sources	Research is current, appropriate for topic, from reliable sources	Research is current, documented correctly, and appropriate for topic		
<b>Promotion Plan Description</b> 0-10 points	Not evident	1-2 The promotion plan has ideas for a few projects and events	3-4 The promotion plan includes ideas for several projects and events	5-6 Promotion plan includes goals, objectives, and ideas for various projects and events throughout the year	7-8 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	9-10 Promotion plan is very detailed, creative, rigorous, encompassed several media, and challenges participants to learn and make contact in and out of their classrooms and schools	
<b>Evidence of Campaign</b> 0-10 points	No evidence provided	1-2 Portfolio contains very limited sample of the materials produced for the publicity campaign	3-4 Portfolio contains some of the materials produced for the campaign	5-6 Portfolio contains most of the materials produced for the campaign	7-8 Portfolio contains samples of all materials produced for the publicity campaign	9-10 There is an appropriate number of campaign materials and all are creative, innovative, professional and of high quality	
<b>Evidence of Technology Used</b> 0-3 points	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			
<b>Evidence of Public Awareness and Promotion</b> 0-5 points	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	
<b>Relationship to Family and Consumer Sciences and/or Related Occupations</b> 0-5 points	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	
<b>Works Cited/Bibliography</b> 0-3 points	No resources listed	1 Resources are incomplete, not current, or not reliable for project	2 Reliable resources but incorrect style ( <i>see style sheet</i> )	3 Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	Portfolio is illegible and unorganized	1 Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, professional, correct grammar and spelling used with effective organization of information			

# Promote and Publicize FCCLA! Rubric (continued)

Points

ORAL PRESENTATION							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	
WRITING SAMPLE OUTLINE							
<b>Knowledge of Public Relations</b> 0-6 points	<b>0</b> Writing sample outline not done	<b>1-2</b> Demonstrates an attempt at sample but not real knowledge	<b>3-4</b> Demonstrates some knowledge of required sample	<b>5-6</b> Demonstrates high level of knowledge and skills and knowledge of required sample parts			
<b>Professionalism</b> 0-2 points	<b>0</b> Writing sample outline not done	<b>1</b> Sample is unorganized and has grammatical errors	<b>2</b> Sample is organized, neat, and without grammatical errors				

Evaluator's Comments:

**TOTAL**   
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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

# RECYCLE AND REDESIGN

## Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

DISPLAY							Points	
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained		
<b>Material Profile</b> 0-6 points	<b>0</b> No information provided	<b>1-2</b> Information adequate		<b>3-4</b> Most information provided		<b>5-6</b> Very thorough information		
<b>Cost Itemization</b> 0-3 points	<b>0</b> No cost itemization	<b>1</b> Many omissions in itemization and errors in calculation		<b>2</b> Most items shown and only one or two errors in calculation		<b>3</b> Completely accurate and thorough		
<b>Time Log</b> 0-1 point	<b>0</b> No time log provided			<b>1</b> Time log provided				
<b>Photo Storyboard</b> 0-3 points	<b>0</b> No storyboard in project	<b>1</b> Limited photographs and confusing arrangement		<b>2</b> Adequate photographs arranged in a clear and logical format		<b>3</b> Appropriate number of photographs, arranged well to tell a story		
<b>Display</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display has many errors, does not show evidence of originality and is not aesthetically pleasing	<b>2</b> Display has minimal visual appeal and lacks originality	<b>3</b> Display needs some improvement in content and design	<b>4</b> Display has good word, color, and design choice	<b>5</b> Display is creative, appropriate, and of high quality		
ORAL PRESENTATION								
<b>Organization/Delivery</b> 0-10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information		<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Recycling and Environmental Sustainability</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of recycling is evident but not effectively used in presentation	<b>4</b> Knowledge of recycling is evident and shared at times in the presentation	<b>5</b> Knowledge of recycling is evident and incorporated throughout the presentation		
<b>Use of Display during Presentation</b> 0-5 points	<b>0</b> Display not used during presentation	<b>1</b> Display used to limit amount of speaking time	<b>2</b> Display used minimally during presentation	<b>3</b> Display incorporated throughout presentation	<b>4</b> Display used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate		<b>2</b> Voice quality is good, but could improve		<b>3</b> Voice quality is outstanding and pleasing		
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate		<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate		<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation		
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors		<b>2</b> Few (1-2) grammatical and pronunciation errors		<b>3</b> Presentation has no grammatical or pronunciation errors		
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation		

## Recycle and Redesign Rubric (continued)

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

### Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



## RECYCLE AND REDESIGN Skill Area Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

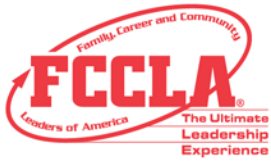
**INSTRUCTIONS:** Circle the appropriate rating for each of the eight selected skills and enter each rating in the “Points” column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total, and enter in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

EVALUATION CRITERIA	Points
Possible Points: 0–24	
<input type="checkbox"/> Good choice of item for recycling	0 = Not done    1 = Choose Better    2 = Good Choice    3 = Excellent Choice
<input type="checkbox"/> More than one recyclable item in one product	0 = Not done    1 = Only One Item    2 = Two Items    3 = Two+ Items
<input type="checkbox"/> Innovative use of recyclables	0 = Not done    1 = Could Use Better    2 = Good Use    3 = Excellent Use
<input type="checkbox"/> Conservation theme or slogan	0 = Not done    1 = Improve Theme    2 = Good Theme    3 = Excellent Theme
<input type="checkbox"/> Design of an energy-saving product	0 = Not done    1 = Improve Design    2 = Good Design    3 = Excellent Design
<input type="checkbox"/> Design of a product that promotes environmentalism	0 = Not done    1 = Improve Design    2 = Good Design    3 = Excellent Design
<input type="checkbox"/> Name of product	0 = Not done    1 = Improve Name    2 = Good Name    3 = Excellent Name
<input type="checkbox"/> Sketch of accessory design	0 = Not done    1 = Inaccurate Sketch    2 = Good Sketch    3 = Excellent Sketch
<input type="checkbox"/> Shaped seams, edges, and/or corners	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Pocket(s)	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Gathers and/or ruffles	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Strap, tie, or band	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Lining, facing, and/or interfacing	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Application of trims	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Use of embellishments	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Embroidery, hand or machine	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Napped fabric or one-way print	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Basic Marketing Plan	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Sanding, Painting, or Staining	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Gluing, stapling, sawing	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Application or use of decorative hardware	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Application or use of construction hardware	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality
<input type="checkbox"/> Wiring or fastening with various mediums	0 = Not done    1 = Improve Quality    2 = Good Quality    3 = Excellent Quality

**Evaluator’s Comments:**

**TOTAL SCORE FOR SKILL AREA**

(24 points possible)



# SPORTS NUTRITION Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER CONTENTS							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Sport and Training Summary Pages</b> 0-8 points	<b>0</b> Not provided	<b>1-2-3</b> Missing two or more components and is poorly written	<b>4-5-6</b> Missing one component or lacked detail	<b>7-8</b> Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport			
<b>Student Athlete Demographic Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns			
<b>Student Athlete Daily Schedule Page</b> 0-3 points	<b>0</b> Not provided	<b>1</b> Missing two or more components and is poorly written	<b>2</b> Missing one component and lacks details	<b>3</b> Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities			
<b>Works Cited/ Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
NUTRITION AND HYDRATION PLAN							
<b>Nutrition Plan Goals</b> 0-5 points	<b>0</b> Not provided	<b>1</b> 1-3 goals are stated or do not address all required components	<b>2</b> 3-5 goals are stated, but do not address all required components	<b>3</b> 3-5 goals are stated, addressing all required components	<b>4</b> 3-5 appropriate goals are stated, addressing all required components	<b>5</b> Addresses 3-5 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
<b>Nutrition and Hydration Plan</b> 0-15 points	<b>0</b> Not provided	<b>1-2-3</b> Limited plan provided	<b>4-5-6</b> Plan provided but not well explained	<b>7-8-9</b> Plan provided and explained	<b>10-11-12</b> Adequate plan provided with appropriate and realistic recommendations	<b>13-14-15</b> Extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
<b>Nutritional Evaluation</b> 0-10 points	<b>0</b> Not provided	<b>1-2</b> Minimal information provided	<b>3-4</b> Analysis is incomplete, or does not fully meet the needs	<b>5-6</b> Analysis is complete but does not include information on DRIs or RDAs for the athlete	<b>7-8</b> Analysis is complete, meets most needs and is presented in a consistent format	<b>9-10</b> Analysis is complete, meets athlete needs, and discrepancies are explained, and presented in a consistent format	
<b>Management Tool</b> 0-5 points	<b>0</b> Not provided	<b>1</b> Difficult to use or understand, does not meet the needs of the athlete	<b>2</b> Somewhat complicated, and does not meet the needs or schedule of the athlete	<b>3</b> Easy to understand and use, does not appear to meet athlete's needs	<b>4</b> Easy to understand and use, generally meets the needs of the athlete	<b>5</b> Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

# Sports Nutrition (continued)

Points

ORAL PRESENTATION							
<b>Organization/ Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not effectively used in presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Use of Visuals during Presentation</b> 0-4 points	<b>0</b> Visuals are not used during presentation	<b>1</b> Limited use during presentation	<b>2</b> Incorporated throughout presentation	<b>3</b> Used effectively throughout presentation	<b>4</b> Significantly enhances the presentation		
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

**TOTAL**  
(90 points possible)

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

Evaluator Initial \_\_\_\_\_

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



# TEACH AND TRAIN—Junior Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self-Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, and states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<b>Evidence of Prior Presentation</b> 0–5 points	<b>0</b> No prior presentation done	<b>1</b> Participation indicates that the lesson/workshop plan was presented but shows no evidence of the prior presentation	<b>2</b> Minimal evidence of prior presentation of the lesson/workshop plan	<b>3</b> Extensive evidence of prior presentation of the lesson/workshop plan	<b>4</b> Extensive evidence of prior presentation of the lesson/workshop plan. Some outcomes are listed	<b>5</b> Extensive evidence of prior presentation of the lesson/workshop plan. Outcomes are listed and methods of improvement are indicated	
<b>Lesson/Workshop Plan: Planning</b> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes an objective and shows an adequate understanding of the audience	<b>3</b> Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<b>Lesson/Workshop Plan: Organization</b> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<b>Lesson/Workshop Plan: Activity</b> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
<b>Lesson/Workshop Plan: Follow Up</b> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. No evaluation was used.	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	



# Teach and Train—Junior Rubric (continued)

Points

<b>Evidence of Technology Used</b> 0-5 points	<b>0</b> No technology used in lesson/workshop planning or execution	<b>1</b> Technology used to develop or execute lesson/workshop not explained	<b>2</b> Technology used to develop or execute lesson/workshop but not explained in portfolio	<b>3</b> Technology and techniques used to develop or execute lesson/workshop are explained	<b>4</b> Technology used to develop or execute lesson/workshop was explained thoroughly	<b>5</b> Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b> No resources listed	<b>1</b> Resources are incomplete, not current, or not reliable for project	<b>2</b> Reliable resources but incorrect style ( <i>see style sheet</i> )	<b>3</b> Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b> Portfolio is illegible and unorganized	<b>1</b> Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	<b>2</b> Portfolio is neat, legible, and professional, with correct grammar and spelling	<b>3</b> Neat, legible, professional, correct grammar and spelling used with effective organization of information			
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b> Presentation is not done or presented briefly and does not cover components of the project	<b>1-2</b> Presentation covers some topic elements	<b>3-4</b> Presentation covers all topic elements but with minimal information	<b>5-6</b> Presentation gives complete information but does not explain the project well	<b>7-8</b> Presentation covers information completely but does not flow well	<b>9-10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of selected career is evident but not shared in presentation	<b>4</b> Knowledge of selected career is evident and shared at times in presentation	<b>5</b> Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b> No evidence of relationship between career and FACS	<b>1</b> Minimal evidence of career knowledge and FACS coursework relationship	<b>2</b> Some knowledge of relationship of career and FACS coursework	<b>3</b> Knowledge of career and FACS coursework but not shared	<b>4</b> Knowledge of career and relationship to FACS is evident and shared	<b>5</b> Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b> Portfolio and visuals not used during presentation	<b>1</b> Portfolio and visuals used to limit amount of speaking time	<b>2</b> Portfolio and visuals used minimally during presentation	<b>3</b> Portfolio and visuals incorporated throughout presentation	<b>4</b> Portfolio and visuals used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b> Voice qualities not used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b> Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	<b>1</b> Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	<b>2</b> Gestures, posture, mannerisms, eye contact, and clothing are appropriate	<b>3</b> Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3-5) grammatical and pronunciation errors	<b>2</b> Few (1-2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

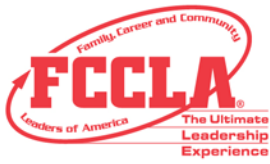
Evaluator # \_\_\_\_\_

**TOTAL**

Evaluator Initial \_\_\_\_\_

(90 points possible)

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



# TEACH AND TRAIN—Senior and Occupational Rubric

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

Chapter \_\_\_\_\_ State \_\_\_\_\_ Team # \_\_\_\_\_ Station # \_\_\_\_\_ Category \_\_\_\_\_

PORTFOLIO							Points
<b>FCCLA Planning Process Summary Page</b> 0–5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Career Exploration</b> 0–5 points	<b>0</b> Not included	<b>1</b> Research is not current, and missing more than 3 topics	<b>2</b> Research is current but from unreliable sources, missing 1–2 required topics	<b>3</b> Research is current but only partially describes job or other topics	<b>4</b> Research is current, appropriate for topic; from reliable sources	<b>5</b> Research is current, documented correctly, and includes all six required topics	
<b>Self-Assessment</b> 0–5 points	<b>0</b> Not included	<b>1</b> Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	<b>2</b> Covers areas of self assessment with limited information and detail	<b>3</b> Adequately addresses all areas of self assessment	<b>4</b> Examined personal interests in detail, states career value, and analyzed styles	<b>5</b> Examined personal interests in detail, clearly states career value, and analyzed styles	
<i>Lesson/Workshop Plan: Planning</i> 0–5 points	<b>0</b> Shows no evidence of advance planning	<b>1</b> Plan shows some consideration for audience members	<b>2</b> Plan includes an objective and shows an adequate understanding of the audience	<b>3</b> Plan includes an objective, uses predictable teaching methods, and shows understanding of the audience	<b>4</b> Plan includes an objective and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	<b>5</b> Plan includes an objective and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
<i>Lesson/Workshop Plan: Organization</i> 0–5 points	<b>0</b> Shows no organization	<b>1</b> Plan does not include an introduction and/or conclusion and content is difficult to follow	<b>2</b> Plan includes an adequate introduction and conclusion with unorganized content	<b>3</b> Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	<b>4</b> Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	<b>5</b> Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. Shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
<i>Lesson/Workshop Plan: Activity</i> 0–5 points	<b>0</b> No activity included	<b>1</b> Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	<b>2</b> Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	<b>3</b> Activity plans include adequate logistical and resource information. Activity is interesting	<b>4</b> Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	<b>5</b> Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
<i>Lesson/Workshop Plan: Follow Up</i> 0–5 points	<b>0</b> No follow up was done	<b>1</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>2</b> Outcomes are inadequately stated. An evaluation method was used, but results are not presented	<b>3</b> Outcomes are measurable and complete. A single evaluation method was used and results are explained	<b>4</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well	<b>5</b> Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results explained well. Plans to improve the lesson/workshop are included	

# Teach and Train—Senior and Occupational Rubric (continued)

**Points**

<b>Shadowing Experience</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No shadowing experience done	Shadowing experience was done with a best practices educator	Shadowing experience done with a best practices educator but is documented minimally	Shadowing experience with a best practices educator is documented extensively	Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	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	
<b>Evidence of Technology Used</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No technology used in lesson/workshop planning or execution	Technology used to develop or execute lesson/workshop not explained	Technology used to develop or execute lesson/workshop but not explained in portfolio	Technology and techniques used to develop or execute lesson/workshop are explained	Technology used to develop or execute lesson/workshop was explained thoroughly	Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
<b>Works Cited/Bibliography</b> 0-3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>			
	No resources listed	Resources are incomplete, not current, or not reliable for project	Reliable resources but incorrect style ( <i>see style sheet</i> )	Complete list of current and reliable resources, in MLA or APA style ( <i>see style sheet</i> )			
<b>Appearance</b> 0-3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>			
	Portfolio is illegible and unorganized	Portfolio is neat, but may contain grammatical or spelling errors and is organized poorly	Portfolio is neat, legible, and professional, with correct grammar and spelling	Neat, legible, professional, correct grammar and spelling used with effective organization of information			
<b>ORAL PRESENTATION</b>							
<b>Organization/Delivery</b> 0 – 10 points	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>	
	Presentation is not done or presented briefly and does not cover components of the project	Presentation covers some topic elements	Presentation covers all topic elements but with minimal information	Presentation gives complete information but does not explain the project well	Presentation covers information completely but does not flow well	Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Selected Career</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Little or no evidence of knowledge	Minimal evidence of knowledge	Some evidence of knowledge	Knowledge of selected career is evident but not shared in presentation	Knowledge of selected career is evident and shared at times in presentation	Knowledge of selected career is evident and incorporated throughout the presentation	
<b>Relationship of Family and Consumer Sciences Coursework and Standards</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	No evidence of relationship between career and FACS	Minimal evidence of career knowledge and FACS coursework relationship	Some knowledge of relationship of career and FACS coursework	Knowledge of career and FACS coursework but not shared	Knowledge of career and relationship to FACS is evident and shared	Knowledge of career and FACS relationship is evident and explained well	
<b>Use of Portfolio and Visuals during Presentation</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Portfolio and visuals not used during presentation	Portfolio and visuals used to limit amount of speaking time	Portfolio and visuals used minimally during presentation	Portfolio and visuals incorporated throughout presentation	Portfolio and visuals used effectively throughout presentation	Presentation moves seamlessly between oral presentation, portfolio and visuals	
<b>Voice – pitch, tempo, volume</b> 0-3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>			
	Voice qualities not used effectively	Voice quality is adequate	Voice quality is good, but could improve	Voice quality is outstanding and pleasing			
<b>Body Language/ Clothing Choice</b> 0-3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>			
	Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing	Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate	Gestures, posture, mannerisms, eye contact, and clothing are appropriate	Gestures, posture, mannerisms, eye contact, and clothing enhance presentation			
<b>Grammar/Word Usage/ Pronunciation</b> 0-3 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>			
	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			
<b>Responses to Evaluators' Questions</b> 0-5 points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
	Did not answer evaluators' questions	Unable to answer some questions	Responded to all questions but without ease or accuracy	Responded adequately to all questions	Gave appropriate responses to evaluators' questions	Responses to questions were appropriate and given without hesitation	

**Evaluator's Comments:**

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

**TOTAL**  
(90 points possible)

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